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ABSTRACT

A survey report of programs for gifted and talented students in Massachusetts is presented, along with information about funding sources and related programs. The first section provides a definition of terms and a glossary of instructional models used in developing programs for gifted and talented students. The section also offers an analysis of trends in programs for gifted and talented students that were in operation during the 1987-1988 school year. The second section describes 84 programs, providing such information as contact person, grades served, curriculum, models, program options, time involved, staff, collaboration, funding, and program highlights. The third section summarizes statistical information on school programs for gifted and talented students. Appendices describe potential funding sources, related programs, and inservice education activities. (JDD)

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SCHOOL PROGRAMS FOR GIFTED AND TALENTED STUDENTS

Spring 1988

Massachusetts Department of Education
OFFICE FOR GIFTED AND TALENTED
1385 Hancock Street
Quincy, Massachusetts 02169

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Joyce E. Wu, *OAS/Publications Consultant*

Developed by
Office for Gifted and Talented
Roselyn Frank, *Director*

Compiled and Produced by
Barbara Libby, *Program Consultant*
Jacqueline Peterson, *Educational Specialist I*

Assisted by
Bureau of Operational Support
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MASSACHUSETTS DEPARTMENT OF EDUCATION
1385 Hancock Street
Quincy, Massachusetts 02169
(617) 770-7237

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WHO ARE THE GIFTED AND TALENTED?

The following definition adopted by the Massachusetts Board of Education in its position statement "The Education of the Gifted and Talented" suggests a comprehensive assessment of the potential, achievements and abilities of this population.

> *Gifted and Talented children and youth are those identified...as having outstanding abilities and who are capable of high performance. These are children and youth whose abilities, talents, and potential require qualitatively differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.*

DIRECTIONS FOR LOCAL SCHOOL DISTRICTS

The position paper encourages school districts to meet the needs of gifted and talented students regardless of their race, religion, sex or national origin. The Board urges local school systems to consider the following directions:

> *Stimulate gifted and talented children and youth to develop into creative, capable, productive and compassionate human beings who have a commitment to personal excellence and a commitment of service to a pluralistic society;*
>
> *Identify at every grade level and in every public school those students whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs, regardless of linguistic, cultural, ethnic or socioeconomic backgrounds;*
>
> *Initiate, expand, and improve varied programs that will allow gifted and talented children to realize their fullest potentialities;*
>
> *Identify volunteer resources, including teachers, students, parents, and community members who possess the qualities of intellectual, artistic and athletic excellence, creative ability, and empathy for the gifted and talented, and create opportunities for them to work with such students;*
>
> *Provide professional development opportunities for all those involved in the education of the gifted and talented in order for educators to understand the unique requirements of these children, and how to deal with these educational needs.*

OVERVIEW

The School Improvement Act of 1985, known as Chapter 188, established an Office for Gifted and Talented within the Department of Education. The Office serves as a clearinghouse for information about programs and practices; develops publications and resource guides; sponsors workshops and conferences; provides technical assistance to school personnel; and manages, in collaboration with the Department's six regional offices, a gifted and talented discretionary grant program. This publication, developed and produced by the Office, provides a survey report of programs for gifted and talented students along with information about funding sources and related programs.

The first section of the publication provides a definition of terms and a glossary of instructional models used by teachers and administrators in developing programs for gifted and talented students. The section concludes with an analysis of trends in the programs for gifted and talented students that were funded in June, 1987 and that were in operation during the 1987-1988 school year.

The second section of the publication is a description of the funded programs themselves. With minor editing, these descriptions appear as they were reported to us. These programs are located in every region of the Commonwealth. They focus on a broad range of gifts and talents and clearly reflect the directions recommended by the Massachusetts Board of Education in its position statement.

The third section of the publication summarizes information on school programs for gifted and talented students gathered as part of the 1987 data collection effort required by Chapter 188. In addition, this section contains a listing of the schools themselves that reported these programs and services.

The appendices to this publication are included to help the reader identify resources--funding sources and related programs that school districts can call upon in developing a program for gifted and talented students.

DEFINITIONS OF TERMS *

Advanced Placement Program. College-level courses offered at the senior high school for which students can receive college credit.

Acceleration. Programs that provide for rapid progress through sequentially structured content. Examples of acceleration are: (1) early entrance, (2) skipping grades, (3) credit by examination, (4) nongraded classes, (5) early graduation, and (6) advanced placement classes.

Artists-in-Residence. A program that integrates working artists into the everyday life of the school so that students can observe serious art making in progress and participate in that process.

Challenge Boxes. This program is based on a collection of mind-stretching projects designed to stimulate grade 4-8 students. The projects focus on higher-level thinking skills and encourage student creativity in curriculum content areas. Students interested in extending the program's activities can choose to pursue an independent study or create their own Challenge Boxes on themes of special interest.

Community Resources. The human and material resources found in a community including: cultural institutions, business and industry, and volunteer organizations.

Compacting the Curriculum. Students are tested to determine areas of academic strength so that the basic curriculum can be appropriately "compacted" (covered in the minimum time necessary). Compacting helps gifted and talented students to avoid unnecessary practice of skills already mastered and "buys" them time to pursue accelerated or enriched activities.

Differentiated Programming. Curriculum and instruction that are qualitatively different from that provided in the regular classroom.

Divergent Thinking. Divergent thinking is the ability to produce new forms and/or find new meanings by putting together elements that are usually thought of as dissimilar. Divergent thinking is highly creative thinking.

Enrichment. Learning experiences which are intended to extend, supplement, and/or deepen understandings.

Heterogeneous Groupings. Gifted and talented children remain in the regular classroom for instruction with their chronological peers.

Homogeneous Grouping. Gifted and talented children are grouped together in a separate classroom for accelerated learning or enrichment experiences.

Independent Study. Students pursue an indepth investigation of a topic using a variety of advanced level resources. A final product is shared with appropriate audiences.

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* **Terms referred to in the Descriptions of FY88 Gifted and Talented Discretionary Grant Programs section**

International Baccalaureate Diploma Program. A rigorous college-level curriculum offered to Massachusetts school districts that are affiliated with the International Baccalaureate Office of North America, New York.

Invention Convention. Students are introduced to inventing through learning and reading about the lives of inventors. Activities focus on identifying problems, brainstorming ideas, and inventing creative solutions. Students experience the inventive process and apply for a "patent", keep a record of their project in an Inventor's Notebook, and actually create their own invention. Students showcase their inventions at an "Invention Convention" where they have the opportunity to share their inventions with other students, teachers, and parents. Adult inventors may be invited to share their experiences and inventions with the student inventors.

Itinerant Teacher. A teacher who travels among two or more schools to work with children. Transportation of materials and equipment may be involved.

Johns Hopkins Talent Search. Accelerated residential summer programs offered to seventh grade students who have scored at the 97th percentile in nationally normed tests, and scored well on subsequent SATs.

Junior Great Books Program. This program is an interpretive reading and discussion program for students in grades two through twelve. Students learn to formulate and answer questions to strengthen their critical thinking skills. The Junior Great Books reading series are collections of traditional and modern literature ranging from the sixth century B.C. to our times. The series for grades two through nine includes children's classics, folk and fairy tales, and modern short stories from cultures around the world. The series for grades ten through twelve presents short selections from great works of philosophy, political science, psychology, and economics, as well as modern fiction. The Great Books Foundation offers a required intensive two-day in-service training course for teachers and school volunteers.

Mentor. A qualified person who works with a student in a particular area of interest. A mentor may provide an internship, an apprenticeship, or serve as a guide to a student who wishes to conduct an independent research project.

Mini-courses. Typically these 6-10 week courses are based on students' interests and cover all academic areas. Students choose and pursue a topic in-depth, as well as participate in project activities, hands-on experiences, and small group discussions.

Modified or Adapted Administrative Models. Many school systems have modified or adapted one or more models (listed below) in order to more appropriately meet the needs of gifted students and/or teachers. Some schools have developed programs that combine features of several of the models and some have developed unique programs.

Olympics of the Mind (Odyssey of the Mind). This creative problem solving program is for students in grades K-12. Teams of students work with coaches to seek imaginative solutions to complex problems. In addition to short-term activities that develop creative thinking skills and problem solving ability, teams choose one of the long-term problems and can spend up to five months

perfecting a solution. Program materials can also be used with large or small groups of students in the classroom to develop creative thinking skills. The program also offers regional and national competitions in which students may compete.

Pull-Out Program. Students leave the classroom for a specified period in order to work together on enrichment and/or acceleration activities which are not part of the regular program.

Resource Room. A separate room or area containing a variety of learning materials and staffed by a resource room teacher knowledgeable in the education of gifted and talented. Children are released from the classroom to visit the resource room for enrichment and/or acceleration activities.

Teacher Consultant. Differentiated instruction provided within the regular classroom by the classroom teacher, with the assistance of a consultant teacher knowledgeable in the education of gifted and talented. The consulting teacher may provide the following assistance: model demonstration lessons; provide ideas, resources, and curriculum materials; and share teaching strategies.

Thematic Curriculum. An interdisciplinary curriculum which uses broad-based topics or themes such as: migration, structure, force, change, or revolution.

GLOSSARY OF INSTRUCTIONAL MODELS

Art Costa's Teaching Of, For,and About Thinking. This model maintains that there are specific teacher behaviors/ strategies which invite, sustain, and enhance students' thinking in the classroom. This model defines a three-part approach:

1) teaching of thinking: teaching particular mental skills as the primary purpose of instruction;
2) teaching for thinking: creating school and classroom conditions conducive to students' thinking; and
3) teaching about thinking: helping students to be more conscious of their own thinking processes.

Benjamin Bloom's Taxonomy (Classification System). This taxonomy organizes thinking skills into a hierachy of increasing complexity. There are six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. In the education of gifted children, emphasis is placed on developing higher-level thinking skills. Teachers find that understanding these levels of thinking helps them to write better classroom questions to develop challenging curriculum.

DeBono's CORT Thinking Program. The program focuses on the direct teaching of thinking as a skill. The activities in the CORT materials provide for the development of decision making, oral communication, productive thinking, and goal-setting skills that can be applied to all areas of the school curriculum.

J.P. Guilford's Structure of the Intellect (SOI). This model is a classification system of 120 intellectual abilities. The model is a three-dimensional cube that demonstrates the interconnectedness of these abilities. SOI can be used to identify students' strengths and weaknesses and to develop a more individualized curriculum.

E. Paul Torrance's Future Problem Solving Model. A year-long curriculum that may include participation in state and national competitions. The curriculum teaches a problem-solving process that can be integrated into students' lives. The goals are to: enhance the creative thinking abilities in students, stimulate young people's knowledge and interest in the future, encourage teamwork and cooperation, assist students to develop and improve their analytical and critical thinking skills, and help young people increase their communication skills (both written and verbal). The program includes diverse components: future problem solving, community problem solving, scenario writing, and the visual arts. There is a special component for primary students.

Joyce Juntune's Productive Thinking Model. This model, used for staff development, presents the creative thinking skills of fluency, flexibility, originality, and elaboration. The model also provides training in evaluation, decision making, planning, forecasting, and communication. In addition, staff have an opportunity to demonstrate and practice strategies for teaching these skills and integrating them into the classroom curriculum.

National Diffusion Network Gifted and Talented Model Programs. The following programs have been evaluated and designated by the United States Department of Education's National Diffusion Network (NDN) as educational programs that work. Each state has a facilitator to help school districts adopt these programs.

Kids Kits (Arvada, Colorado). A program that generates active, self-directed learning and higher levels of thinking, using organized sets of multimedia materials on topics of student interest. (grades 1-6)

Institute for Creative Education (Sewell, New Jersey). A sequentially ordered curriculum that teaches a creative problem-solving process using tasks linked to a wide variety of subject areas. (grades K-12)

SAGE (Framingham, Massachusetts). A program that develops higher order thinking skills in a specialized curriculum for academically gifted students. The regular school curriculum is extended based on a three-fold model incorporating thinking skills development, mini-study units, and independent study. (grades 1-5)

Philosophy for Children. This curriculum, grades 3-12, includes student texts and instructional materials. Each grade has a philosophical "novel" in which fictional characters of the same grade level engage in philosophical discussions and activities in real-life situations. Additional questions, activities, and exercises correspond to the issues raised in each chapter of the novel. The

specific aims of the program are four-fold: development of reasoning abililty, development of creativity, personal and interpersonal growth, and a development of ethical understanding. Students engage in logical reasoning and also in thinking about their own thought processes.

Talents Unlimited (Mobile, Alabama). This model focuses on the program in the regular classroom and can operate within any organizational pattern. The model is designed to help teachers recognize and nurture multiple talents in children of varying ability levels, including talents in the areas of productive thinking, communication, forecasting, decision making, and planning as well in the academic areas. (grades 1-6)

Joseph Renzulli's Enrichment Triad Model. This model is made up of three types of activities:

Type I activities are exploratory and are designed to introduce students to topics they may wish to pursue in greater depth.
Type II activities are training exercises which teach students research techniques and methods, and the development of higher level thinking skills.
Type III activities are those in which the student identifies and becomes an investigator of a real-life problem. This type of activity must appropriately match the skills, interest, and task commitment of the individual student.

Joseph Renzulli's Revolving Door Model. In this model, a talent pool of up to 35 percent of the students in a school is identified as having the characteristics of high ability, creativity, and task commitment. When a student in the talent pool requires time to develop a high interest project, (s)he is permitted to "revolve" into the gifted program for the time span of the project. Ideally, the regular curriculum is "compacted" to meet the students' learning needs.

Joseph Renzulli's Schoolwide Enrichment Model (SEM). This model combines the previously developed Revolving Door Identification Model and the Enrichment Triad. The SEM approach extends services to students not traditionally identified as gifted and talented. SEM offers general enrichment activities, interest and learning styles assessment, curriculum compacting or streamlining, and the opportunity for students to participate in advanced level independent or small group investigations.

One hundred and twenty-three school districts and nine collaboratives applied for a gifted and talented discretionary grant for the fiscal year 1988: July 1, 1987- June 30, 1988. The Department of Education was able to fund seventy-seven school districts and seven collaboratives. This represents 63.6% of the total applications submitted.

PLANNING GRANTS

Seventeen percent of the funded projects applied for a grant to plan a gifted and talented program. Planning activities include, but are not limited to: 1) conducting a needs assessment, 2) gathering information about effective programs and practices, 3) planning inservice for teachers and administrators, and 4) visiting models in other districts. School districts frequently apply for a planning grant as the first step in developing a gifted and talented program.

CURRICULUM TRENDS

The funded programs place major emphasis on the teaching of critical and creative thinking skills and problem solving. Many incorporate elements from approaches as diverse as Talents Unlimited, Future Problem Solving, and the Olympics of the Mind. Independent study and small group projects offer students the opportunity to hone and apply their research skills and to practice higher level thinking skills such as analysis, synthesis, and evaluation. Reading/language arts and science are popular curriculum areas followed closely by social studies, mathematics, arts, computer science, and lastly, foreign language. Figure A.1 presents these curriculum categories; they are not mutually exclusive, however, and the great majority of these programs are interdisciplinary.

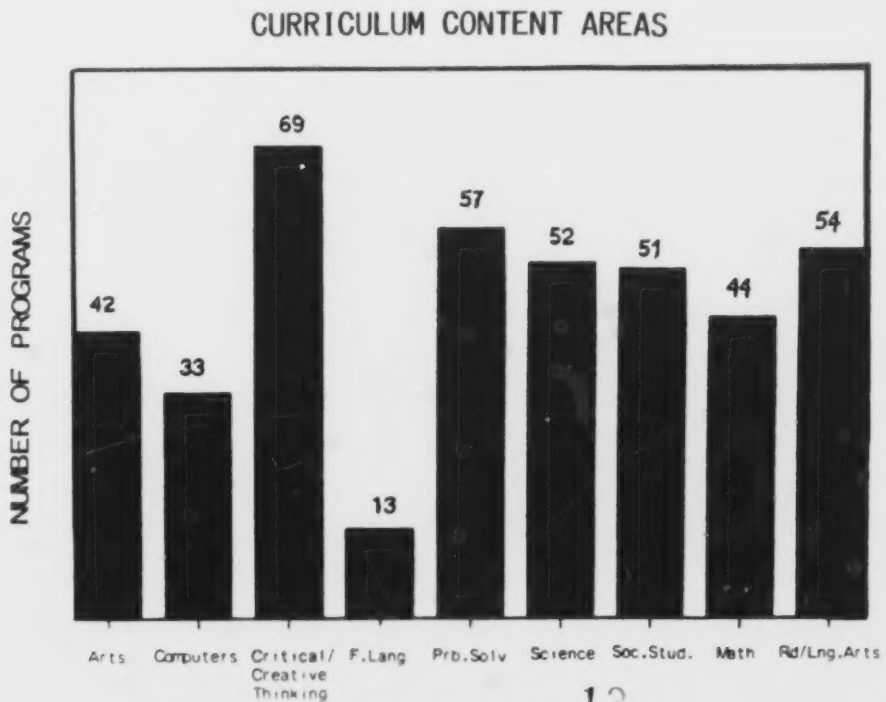

FIGURE A.1

PROGRAM MODELS

Three models developed by Joseph Renzulli (Enrichment Triad, Revolving Door, and Schoolwide Enrichment) are frequently reported. Other models include Talents Unlimited and several of the National Diffusion Network programs. Many communities are developing their own approaches which are composites of several of these programs. A majority of the funded projects include a mentoring or independent study component that offers gifted and talented students an opportunity to explore an area of interest and talent indepth. Most districts are making significant use of community resources and many are using learning or interest centers as part of their programs. School districts are equally divided between those that offer programs within the regular classroom and those that use a resource room or other school setting. However, the majority of programs use some combination of both.

GRADE LEVELS

The majority of the programs cluster at the upper elementary/middle grades. Figure A.2 shows the distribution of programs by grade level. Many programs include a number of grade levels and they are therefore reported in more than one category.

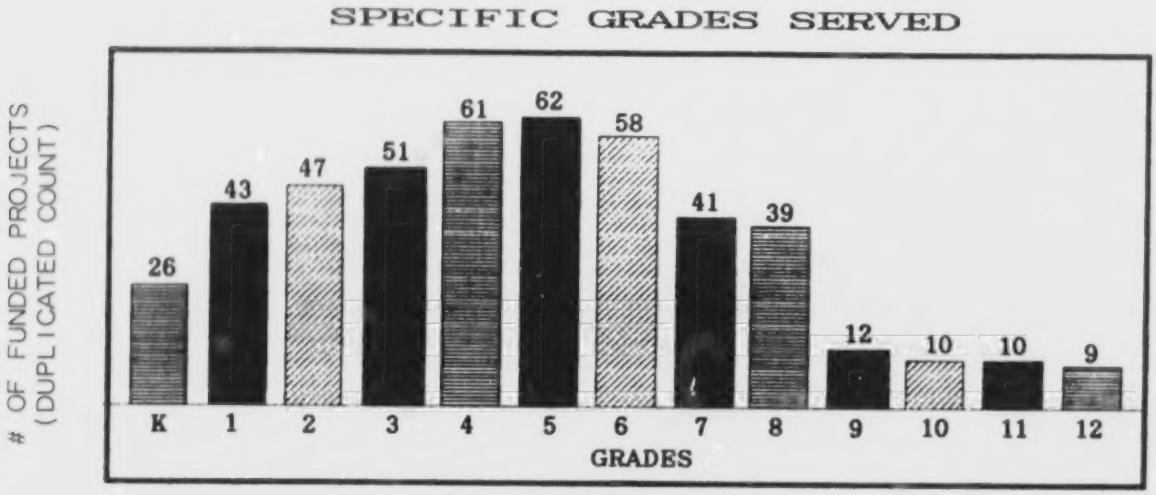

FIGURE A.2

ADAMS-CHESHIRE REGIONAL SCHOOL DISTRICT

JUNIOR HIGH ENRICHMENT TEAM (JET)
Hoosac Valley Junior High

Contact: Deborah Carter
Plunkett School, 14 Commercial Street, Adams, MA 01220
(413) 743-2909

Grades served: 7-8; approximately 50 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Schoolwide Enrichment, Revolving Door, and Enrichment Triad; Torrance's Future Problem Solving; Bloom's Taxonomy; Creative Problem Solving

Program Options: Future Problem-Solving Program, Johns Hopkins Talent Search, Invention Convention

Time: 1-2 hours/week (within the classroom), 1-3 hours/week (outside the classroom)

Staff: 1 part-time staff working with 13 classroom teachers

Collaboration: North Adams State College, Gifted and Talented parent-teacher support group, volunteers from the community, staff from the elementary gifted and talented program

Funding: local

Program Highlights:
- classroom strategies to encourage students to use critical and creative thinking skills
- continuity of services from the elementary gifted program
- active support of program by teachers and parents who have helped develop a community resource list of volunteers

The JET program is an extension of the existing K-6 Program for the Academically Talented (PAT). PAT provides all students with enrichment experiences in the classroom and includes a pull-out component (1-3 hours/week) for gifted and talented students. The PAT program emphasizes higher-level thinking skills, creative thinking and problem-solving skills, and research projects.

The JET program for junior high students is based on the same model. Junior high teachers have designed curriculum units to challenge all students in the regular classroom. These curriculum units are based on interdisciplinary themes that focus on higher-level thinking skills and the creative problem-solving process. Honors students also have the option to work with a part-time resource teacher on independent study projects and the Future Problem-Solving Program.

ARLINGTON

GIFTED AND ACADEMICALLY TALENTED PROGRAM
Gibbs Junior High
Ottoson Junior High

Contact: Nancy Crasco
Ottoson Junior High School, 63 Acton Street
Arlington, MA 02174
(617) 646-1000, ext. 3329

Grades served: 7-8; 100+ students

Curriculum: reading/language arts, social studies, foreign languages, mathematics, science, arts, problem solving

Model(s): locally developed

Program Options: Great Books Program, Johns Hopkins Talent Search

Time: 1-2 hours/week

Staff: 2 full-time

Collaboration: Museum of Fine Arts; Museum of Our Natural Heritage; Boston Harbor Islands; Great Meadows National Wildlife Refuge, Sudbury, MA

Funding: local

Program Highlights:
- team approach to teaching and planning of program activities
- authors-in-residence program, providing young writers the opportunity to develop their creative writing talents by working with professional authors
- two Horace Mann teachers who will develop an interdisciplinary curriculum for gifted students in collaboration with the Museum of Fine Arts

The program has three components designed to meet the needs of students: a pull-out program for specific academic areas; whole class enrichment units for use in homogeneous classes; and elective out-of-school activities.

One program goal is enriching the curriculum to meet the needs of individual students and make them aware of their potential. To accomplish this goal, the program provides an extensive writing program and publishes a yearly literary magazine; exposes students to Project Adventure skills in the Boston Harbor Islands and at the Great Meadows National Wildlife Refuge; and addresses the needs of creative students in an interdisciplinary curriculum at the Museum of Fine Arts.

The enrichment program has successfully introduced the topics of symmetry and logic into the math curriculum, implemented an in-depth study unit on toxic wastes in the science classroom, and introduced a poetry unit in English classes.

ASHFIELD-PLAINFIELD REGIONAL SCHOOL DISTRICT

Sanderson Academy

Contact: Nancy H. Wilson
Mohawk Trail Regional School District
Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52

Grades served: K-6; approximately 80 students

Curriculum: multidisciplinary curriculum that focuses on the development of critical and creative thinking skills
Model(s): Art Costa's Teaching Of, For, and About Thinking
Time: not specified
Staff: 1 part-time staff working with classroom teachers
Collaboration: Greenfield Community College Talented and Gifted Program
Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Teacher Center Advisory Board
Program Highlights:
- gifted and talented coordinator to provide coaching, model teaching, and expertise in developing curriculum
- teacher to serve as a liaison to communicate the goals of the program and coordinates regional efforts with teachers and parents in a 9-town Gifted and Talented Advisory Council
- teachers to develop peer training skills and share new ideas and strategies
- pilot use of curriculum units developed by the Talented and Gifted Program at Greenfield Community College

The Ashfield-Plainfield Regional School District serves its communities with one K-6 elementary school, Sanderson Academy. Teachers' interest in gifted and talented education has increased. The grant program provides support within the classroom as teachers improve their ability to teach of, for, and about thinking. Following a regional training workshop, the gifted and talented coordinator will be helping individual teachers to implement specific teaching strategies and develop challenging learning experiences for students. The staff will develop an enrichment plan. An integral part of the program is the district's collaboration with the other elementary schools in the region and the regional middle school (see Ashfield-Plainfield Collaborative). This collaborative effort provides a larger network for sharing ideas and resources.

ASHFIELD-PLAINFIELD REGIONAL COLLABORATIVE

Ashfield-Plainfield District (Sanderson Academy)
Buckland-Colraine-Shelburne District
Hawlemont District
Rowe Elementary School
Mohawk Trail Regional School (grades 7-8)

Contact: Nancy H. Wilson
Mohawk Trail Regional School District, Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52
Grades served: K-8; approximately 400 students
Curriculum: multidisciplinary curriculum that focuses on the development of critical and creative thinking
Model(s): Art Costa's Teaching Of, For and About Thinking
Time: not specified
Staff: 1 part-time staff working with classroom teachers

Collaboration: Greenfield Community College Talented and Gifted Program
Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Teacher Center Advisory Board
Program Highlights:
- teachers as liaisons in each school to promote the program's goals among their colleagues and coordinate regional efforts with teachers and parents in a 9-town Parent/Teacher Advisory Council
- pilot use of curriculum units developed by the Talented and Gifted Program at Greenfield Community College
- workshops to be held in areas such as curriculum compacting, independent study, and mentorships

The Ashfield-Plainfield Regional Collaborative draws together 5 separate rural school districts that share a high school and a superintendent, central office staff, and a coordinator of gifted and talented programs. This collaborative grant program provides regionwide coordination of staff training, resource development, community outreach, dissemination of information, publicity about the program, and scheduling of networking activities. Teachers of the region's 5 elementary schools (K-6) and one middle school (7-8) will participate in a common training workshop on the teaching of thinking skills. School librarians will participate in training workshops and meetings that address the needs of gifted and talented students. A library of related resource materials will be organized and located at the regional teacher center.

BELLINGHAM

DISCOVERY

Pinecrest	Stall Brook
Keough	Macy

Contact: Dr. Frank Connor
Bellingham School Administration Building
11 South Main Street, Bellingham, MA 02019
(617) 883-1714
Grades served: 3-6; 135 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad, SAGE, ICE
Time: 4 hours/week
Staff: 3 full-time
Collaboration: National Demonstration Programs, school organizations, community resources
Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program
Program Highlights:
- demonstration lessons in the classroom to model the teaching of creative thinking skills
- direct services to identified gifted and talented students

- opportunities for students to pursue independent research projects

The purpose of PROJECT DISCOVERY is to develop students' creative and critical thinking skills, grades three through six. Students are identified for the program by a variety of criteria, including test scores, motivation, teacher or parent nomination, and creativity. Selected students work on activities specifically designed to develop higher-level thinking skills in a resource room several times a week. Additionally, gifted and talented teachers offer demonstration lessons each week in the regular classroom. Three full-time teachers work to meet the needs of the elementary gifted and talented population.

BOSTON

PRIMARY ELEMENTARY ENRICHMENT PROGRAM (PEEP)
Harvard-Kent

Contact: Joanne McManus, Principal
Harvard-Kent School
50 Bunker Hill Street, Charlestown, MA 02129
(617) 242-5303

Grades served: K-5; 60 students

Curriculum: reading/language arts, social studies, computer sciences, science, arts, problem solving, critical and creative thinking, drama

Model(s): Renzulli's Revolving Door

Program Options: Future Problem Solving Program, Invention Convention

Time: 4.5 hours/week

Staff: 1 full-time

Collaboration: Museum of Fine Arts, Science Museum, college collaboration

Funding: Chapter 636, Horace Mann Teacher Program

Program Highlights:

- collaborative relationships with the Museum of Fine Arts, Children's Theatre, and Community Music, which give students first-hand experiences with local artists and musicians. To emphasize how important the arts are to our daily lives, these programs have been successfully integrated into curriculum units
- OctoBEARfest: a BEARY exciting unit of study about bears. Kindergarten students investigate every bear fact available and create an OctoBEARfest Festival for grades 1-5
- Invention Convention: students in grades K-5 have opportunities to solve problems, think creatively, experiment and learn about past and present inventors and inventions. This convention is designed to encourage students to apply the basic creative and critical thinking skills they have learned throughout the school year

The Harvard-Kent School is representative of most urban schools in that its student population reflects diverse racial, ethnic, and socio-economic

backgrounds. The PEEP pull-out program helps students from limited English proficient, special education, and regular education programs to realize their individual worth and potential.

PEEP provides youngsters with rich language experiences that build a strong language/communication base. The program stresses language/communication to help students become independent, self-motivated learners; it helps minority students to develop strong, positive self-concepts as learners and academic achievers.

PEEP also enables students and parents to take part in local cultural events together. Through relationships with the Museum of Fine Arts, the Science Museum, Community Music, and the Boston Ballet, students and their parents have been able to take part in cultural events throughout the city. Integrating the arts into the PEEP curriculum has helped to broaden students' knowledge of the world around them.

BOXBOROUGH

GIFTED AND TALENTED ENRICHMENT
Blanchard Memorial

Contact: Joan Okra
Blanchard Memorial School
493 Massachusetts Avenue, Boxborough, MA 01719
(617) 263-4844

Grades served: K-6; approximately 50 students

Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, SAGE

Program Options: Olympics of the Mind, Future Problem Solving, Philosophy for Children

Time: to be determined

Staff: 1 part-time

Collaboration: Discovery Museum, local libraries, Parent/Teacher Organization, School Volunteer Program, community mentors

Funding: local, Commonwealth Inservice Institute

Program Highlights:
- broad-based program that challenges all children
- intensive teacher training, which allows time for teachers to develop and refine materials and strategies with the assistance of Project SAGE consultants

Boxborough's grant funds are being used to plan a program for gifted and talented students with the help of consultants from Project SAGE, a national model program. The project staff hopes to develop a broad-based program that will develop and refine students' creative and critical thinking skills, provide enrichment activities in the regular classroom, and provide opportunities for students to pursue independent study projects. Teachers will develop curriculum and attend inservice workshops. A pilot program is scheduled to be implemented in the Spring, 1988. Materials on the goals and activities of the program will be disseminated to parents and the community.

BOXFORD

INTEGRATED GIFTED AND TALENTED PROGRAM PLAN
Harry Lee Cole School

Contact: Nancy Diamonti
Harry Lee Cole School
Middleton Road, Boxford, MA 01921
(617) 887-2856
Grades served: K-2; approximately 64 students
Curriculum: reading/language arts, science, arts, critical and creative thinking
Program Options: Future Problem Solving Program
Time: not specified
Staff: 1 part-time
Collaboration: Lesley College, University of Massachusetts/Boston, School Improvement Council, Parent/Teacher Organization
Funding: Commonwealth Inservice Institute, Chapter II Block Grant, School Improvement Council
Program Highlights:
- gifted and talented coordinator to work with teachers to develop curriculum units for the regular classroom
- an unexpected outcome of the program was that these teaching strategies have become an integral part of the science curriculum

The goal of Boxford's gifted and talented discretionary grant program is to restructure the existing curriculum to focus on critical and creative thinking skills. A teacher inservice program, funded by the Commonwealth Inservice Institute, is providing ten workshops related to this goal. Four workshops are focusing on science, two on the visual arts, and four on language arts. Parents are participating in the workshops and will become resources for the development of a community mentor program. An enrichment coordinator is working one day per week with staff to help plan and implement strategies presented at the workshops.

BRIDGEWATER

CHALLENGING THINKING POTENTIAL
Hunt
McElwain
Williams Elementary

Contact: Gail Casson
Williams Elementary School
200 South Street, Bridgewater, MA 02324
(617) 697-6150
Grades served: 2-4; approximately 100 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): locally developed program
Time: full-time within the classroom

Staff: 1 full-time gifted and talented resource teacher who works with 21 classroom teachers under the direction of the curriculum coordinator

Collaboration: Blue Hills Trailside Museum, Web of Life, Underground Railway Theatre, University of Toronto

Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Arts Lottery Council, Massachusetts Council for the Arts

Program Highlights:
- experts in the field helping to design curriculum and present lessons in the classrooms
- curriculum materials available to support a classroom environment that challenges students with varied learning styles
- field trips that serve as culminating activities for in-depth units of study in social studies and science

Our gifted program is fully integrated into the regular classroom. There is a full-time resource teacher for the gifted. The teaching staff participate in an intensive inservice program designed to address the nature and unique needs of gifted students, identify methods to differentiate instruction, and infuse critical and creative thinking skills into classroom learning experiences.

Beginning with grade 2, the program has been phased in one grade per year at a time. Teachers have developed the program through careful planning, evaluation, and revision at summer workshops and during released time every two-three weeks. New curriculum units and instructional models stress self-directed learning and ways to challenge students' thinking.

BRIMFIELD

SUPERIOR EDUCATIONAL LESSONS ENCOURAGING CURRICULUM TEAMWORK (SELECT)
Brimfield Elementary

Contact: Brady Fister
Brimfield Elementary, Wales Road, Brimfield, MA 01010
(413) 245-7337

Grades served: program plans to serve grades 2-6 gifted and talented students within the regular classroom

Curriculum: planning goals will focus on a multidisciplinary curriculum

Collaboration: Old Sturbridge Village, Bay Path Junior College, Brimfield Ambulance Service

Funding: Commonwealth Inservice Institute, School Improvement Council

Program Highlights:
- comprehensive review of existing gifted and talented programs and selection of criteria for student identification
- staff development on techniques for presenting lessons that reach students of different ability levels
- recommendations for program implementation for the 1988-89 school year

This planning grant program addresses the needs of gifted and talented students within the curriculum and framework of the school day. A philosophy statement and an identification process is being developed. Identified students are expected to perform at a higher level within the classroom. The grant provides funding for staff to learn strategies for challenging students in the classroom. All students will benefit as teachers become more proficient at presenting lessons that challenge students at all ability levels. The final phase of the grant program will involve the evaluation of the program and recommendations for program implementation during the 1988-89 school year.

BROCKTON

BROCKTON GIFTED PROGRAM

Arnone Elementary
West Junior High

Contact: Betty Gilson
Arnone School, 175 Warren Avenue, Brockton, MA 02401
(617) 580-7215

Grades served: 4-8; approximately 200 students

Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, problem solving, critical and creative thinking

Model(s): locally developed

Time: 25 hours/week

Staff: 10 full-time locally funded, 1 part-time funded by grant

Funding: local, School Improvement Council

Program Highlights:

- review student selection procedures to ensure they reflect the student population
- design a strong guidance component, starting at grade 4 and continuing through grade 12
- improve coordination between teachers in the elementary and junior high gifted programs

The Brockton Gifted Program provides a differentiated academic setting and instructional program for those students whose potential can best be realized in a homogeneous classroom. Brockton is committed to serving minority students. The program offers homogeneous class groupings at elementary grades 4-6 and junior high school grades 7-8.

The framework of the program incorporates basic skills and an enriched curriculum that stimulates students' critical and creative thinking abilities. The program provides for a broader and more in-depth approach to subject matter. Opportunity is provided for acceleration where appropriate.

BUCKLAND-COLRAIN-SHELBURNE REGIONAL SCHOOL DISTRICT

Buckland Shelburne School
Colrain Central

Contact: Nancy H. Wilson
Mohawk Trail Regional School District
Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52

Grades served: K-6; approximately 200 students

Curriculum: multidisciplinary, with a focus on critical and creative thinking skills

Model(s): Art Costa's Teaching Of, For, and About Thinking

Staff: 1 part-time

Collaboration: Greenfield Community College Talented and Gifted Program

Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Teacher Center Advisory Board

Program Highlights:
- in-classroom coaching, model teaching, and curriculum development
- liaison teacher to promote the goals of the program among colleagues and serve on the 9-town Parent/Teacher Advisory Council
- parents to promote community awareness and support for the program
- pilot use of new curriculum units developed by the Greenfield Community College Talented and Gifted Program

The Buckland-Colrain-Shelburne Regional School District serves three towns and has two K-6 elementary schools. This year, interested teachers are participating in workshops that focus on the teaching of, for, and about thinking.

The gifted and talented coordinator will be providing teachers with in-classroom follow-up support and feedback regarding specific strategies and challenging activities designed to meet the needs of their students. The staff will also begin to develop an articulated plan for enrichment activities. Collaboration with other elementary schools in the region and the regional middle school is an integral part of the program (see Ashfield-Plainfield Collaborative). This collaborative effort provides a larger network for sharing ideas and resources.

CENTRAL BERKSHIRE REGIONAL SCHOOLS

GIFTED AND TALENTED PROGRAM

Becket Elementary
Craneville Elementary
Cummington Elementary
Kittredge Elementary
Nessacus Middle

Contact: Nancy Harrington or Donna Cahil
Becket School, Maple Street, Becket, MA 01223
(413) 623-5362

Grades served: 3-8; 167 students

Curriculum: multidisciplinary

Model(s): Renzulli's Enrichment Triad, Talents Unlimited
Program Options: Olympics of the Mind, Future Problem Solving, Great Books Program, Philosophy for Children, Math Olympics, Johns Hopkins Talent Search
Time: 2 hours/week
Staff: 2 full-time, 1 part-time
Collaboration: parent/teacher organization, professionals in the community offer minicourses to students
Funding: local, Horace Mann Teacher Program
Program Highlights:
- district-wide resource library of media materials
- challenging curriculum units (KIDS KITS) developed to expand the elementary curriculum
- enrichment experiences offered at the Middle School to be expanded

The elementary and middle school programs serve students in grades 3-8. The elementary program is located in four schools which cover a geographical area of 238 miles. The middle school program is located in one building.

The grant program allows Central Berkshire Regional Schools to expand the present services being offered to gifted and talented students. At the middle school, consultants and professional resource people will be presenting a series of workshops for students. Topics for these minicourses are determined by student interest. A resource person is planning enrichment experiences for all elementary students, as well as specific activities to challenge students in the gifted and talented program.

CHELSEA

PROJECT SEARCH

Shurtleff	Burke
Williams	Prattville

Contact: Barbara Camann
76 Congress Avenue, Chelsea, MA 02150
(617) 889-2258
Grades served: 4-6; 40 students
Curriculum: language arts, social studies, science, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad and Revolving Door
Time: 4.5 hours/week
Staff: 1 full-time
Collaboration: Children's Museum, Museum of Science, Kiwanis Club
Funding: local, Kiwanis Club
Program Highlights:
- collaboration with the Museum of Science for projects based on students' interests
- direct services to students provided by a consultant
- professional development workshops and classroom demonstration lessons for grades 3-6 staff

The TAG program for the City of Chelsea is a pull-out program staffed by a full-time gifted and talented teacher. Students attend class one day a week from 9:00 am-1:30 pm.

The program focuses on language arts. Students will expand their language arts skills by developing research and study techniques, as well as

critical and creative thinking skills. An additional teacher/consultant, funded by the grant, is available to work with teachers and students and provide demonstration lessons.

CHICOPEE

REACH ENRICHMENT

Barry	Lambert-Lavoie
Belcher	Litwin
P.E. Bowe	Selser
Bowie	Stefanik
Chapin	Streiber

Contact: Dorothy T. Stachowicz
Litwin School, 10 Murphy Lane, Chicopee, MA 01020
(413) 592-6111, ext. 545
Grades served: K-6; 75 students
Curriculum: problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad, Torrance's Future Problem Solving
Program Options: Future Problem Solving Program
Time: 1 hour/week
Staff: 1 full-time
Collaboration: local business, community resources
Funding: local
Program Highlights: enrichment activities that reach a broader group of students

The REACH Enrichment grant program is an extension of Chicopee's REACH Program for academically talented students. The grant program supports enrichment activities that provide students with the opportunity to develop their critical and creative thinking skills, as well as their ability to solve challenging problems.

CONWAY

PROJECT DISCOVERY
Conway Elementary

Contact: Nancy Bovio
Conway Elementary School, Conway, MA 01341
(413) 369-4610
Grades served: 1-6; approximately 6-10 students for pilot program
Curriculum: critical and creative thinking, problem solving
Model(s): Renzulli Schoolwide Enrichment
Time: 1 hour/week
Staff: 2 part-time
Collaboration: cultural institutions, University of Massachusetts, community volunteers
Program Highlights:
- communication and outreach to other gifted and talented programs
- staff development on teaching creative problem-solving skills

Grant funds support the development of a model pilot program for gifted students, grades 1-6. Approximately 5% of the student population will be selected to participate in a pull-out program; they will have the opportunity to visit a variety of educational sites outside of the classroom. The goals of the program include enriching the curriculum by developing model curriculum units and enhancing communication and collaboration with Conway's businesses and industries. In addition, a Commonwealth Inservice Institute grant will help to strengthen staff skills in meeting the needs of gifted and talented students.

DEDHAM

FOSTERING CRITICAL AND CREATIVE THINKING
Avery
Oakdale
Riverdale
Greenlodge

Contact: Charlene Lagace
Avery School, 123 High Street, Dedham, MA 02026
(617) 326-5354
Grades served: K-5
Curriculum: reading, language arts, social studies, mathematics, science, critical and creative thinking, problem solving
Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment, SAGE
Collaboration: SAGE, University of Connecticut, community mentors
Funding: local, Commonwealth Inservice Institute
Program Highlights: staff inservice program offered by the University of Connecticut

Dedham's gifted and talented program (TASK) contains two components: a pull-out program for identified students in grades 3-6 and schoolwide enrichment for all students in grades K-8. There are two full-time staff members at the elementary level and one at the middle school. The pull-out program provides a differentiated program for identified students. Thinking skills are developed through the presentation of mini-units on topics based on student interest and through independent study projects. The purpose of schoolwide enrichment is to integrate thinking skills into the regular curriculum. TASK teachers support classroom teachers by providing them with materials and ideas for lessons.

DEERFIELD

DEERFIELD PROJECT DISCOVERY
South Deerfield Elementary
Old Deerfield Elementary

Contact: Charlene Galenski
42 Thayer Street, South Deerfield, MA 01373
(413) 665-3807
Grades served: 1-6; 19 students in pilot program
Curriculum: thematic curriculum, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment
Time: to be determined
Staff: 2 part-time
Collaboration: community resources, parent/teacher organization
Funding: local, Commonwealth Inservice Institute
Program Highlights:
- model lessons for enriching the regular grades 1-6 classroom curriculum
- development of a community outreach program for building parent and community involvement
- implementation of an independent study program

The program coordinator and a task force is designing and will pilot a program for gifted students, grades 1-6. Model enrichment lessons and units will be demonstrated in selected classrooms in the district. The program is continuing to collaborate with community businesses and organizations. Parents and staff are identifying community resources and will develop a Community Resource Catalogue.

Selected students will participate in an independent study/mentorship program that is scheduled to begin in the spring, 1988.

DIGHTON

GIFTED AND TALENTED SCHOOLWIDE ENRICHMENT PROGRAM

Dighton Elementary

Contact: Gail O'Connor
1250 Somerset Avenue, Dighton, MA 02715
(617) 669-5420
Grades served: 2-5; 100 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, critical and creative thinking, problem solving
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment
Time: 4 hours/week
Staff: 1 part-time staff who works with classroom teachers
Collaboration: business and industry, school organizations, community resources, school staff
Funding: local, School Improvement Council
Program Highlights:
- mini-units and research projects based on students' areas of interest
- real-life problem-solving projects by selected students

The 1987-88 Schoolwide Enrichment Program delivers services to students in grades 2-5. These students have the opportunity to research a topic, create a final product, and share their results with the broader school community.

This is the first year of the academically talented program, Creative Production Laboratory. Identified students in grades 2-5 are being challenged to develop critical, creative, and problem-solving thinking skills. They will then research a topic, investigate resources within the school and in the community, and produce a final product that will be shared with others.

DRACUT

GIFTED AND TALENTED EDUCATION (GATE)
Campbell — Greenmont Avenue
Dracut Middle — Parker Avenue

Contact: Janice Sousa
Dracut Middle School
1560 Lakeview Avenue, Dracut, MA 01826
(617) 957-0838
Grades served: K-6; 180 students
Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Renzulli's Schoolwide Enrichment, SAGE, Torrance's Future Problem Solving
Program Options: Great Books Program
Time: 2 hours/week
Staff: 3 full-time locally funded, 9 part-time grant funded
Collaboration: business and industry, National Demonstration Project (SAGE), cultural institutions, school organization, community resources
Funding: local, School Improvement Council, Arts Lottery Council
Program Highlights:
- a plan to be developed for expanding critical and creative thinking activities in the elementary classrooms
- Parent Enrichment Coordinator to assist with planning enrichment experiences for all elementary students, as well as develop a resource list of guest speakers and mentors
- Junior Great Books after-school program
- professional development opportunities at the University of Connecticut

GATE offers three types of enrichment activities: general exploratory experiences, primarily for large groups of students; activities that develop critical and creative thinking skills, for smaller groups of students; and opportunities for selected students to pursue individual or small-group in-depth investigations.

FALL RIVER

FALL RIVER GIFTED AND TALENTED PROGRAM
All elementary schools
All middle schools

Contact: Marjorie A. Condon, Ph.D.
Office of Instruction, Fall River Public Schools
417 Rock Street, Fall River, MA 02720
(617) 675-8436
Grades served: planning grant, K-8
Staff: 18 part-time planning committee members
Funding: local

Program Highlights:
- plan for identifying gifted and talented students that recognizes the broad range of student talents
- design, conduct, and analyze a needs assessment survey
- opportunities for professional development and site visits to other gifted and talented programs to explore scheduling and program options

Fall River is in the first stage of developing a district-wide plan to identify and educate its gifted and talented students. A committee of administrators, parents, and community members are meeting monthly with consultants. Program planning committee members will be conducting a needs assessment, attend conferences, visit other gifted and talented programs, research, and explore the possibilities of collaboration with local businesses, cultural institutions, and colleges. One goal of the committee is to develop a definition of giftedness. The committee will also be designing a suitable procedure for identifying gifted and talented students in an urban school system with a diverse population and a high enrollment of linguistic minority students. The committee will work to develop a pilot program for gifted and talented students to be implemented in September, 1988.

FLORIDA

ENRICHMENT FOR THE GIFTED AND TALENTED
Florida Consolidated School

Contact: Susan Harper
Florida Consolidated School
North County Road, RFD #2, North Adams, MA 01247
(413) 664-6023
Grades served: K-8; 88 students
Curriculum: computer science infused into all the curriculum areas
Model(s): Renzulli's Schoolwide Enrichment
Time: 1 hour/week
Staff: 1 part-time
Collaboration: North Adams State College, Parent/Teacher Organization
Funding: Horace Mann Teacher Program
Program Highlights:
- countywide sharing of students' final projects
- increased teacher interchange about strategies and resources for challenging students

The schoolwide enrichment program focuses on using the computer across all curriculum areas. Consultants will model techniques on and strategies for how computers enhance the regular curriculum. Community members will offer enrichment experiences to students, focusing on the variety of ways that today's computer technology can be applied in our society.

FRAMINGHAM

MIDDLE SCHOOL GIFTED AND TALENTED PROGRAM
Walsh Middle School
Farley Middle School

Contact: Judith Way
Walsh Middle School, Brook Street, Framingham, MA 01701
(617) 626-9181

Grades served: 7-8; 100 students

Curriculum: problem solving, critical and creative thinking, leadership

Model(s): SAGE (adapted for Middle Schools)

Time: 1-2 hours/week

Program Options: Olympics of the Mind, Johns Hopkins Talent Search

Staff: 1 full-time coordinator, 1 part-time

Collaboration: National Demonstration Project: SAGE, Framingham State College, community resources

Funding: local, School Improvement Council, Horace Mann Teacher Program

Program Highlights:
- inservice component that offers teachers the opportunity to infuse higher-order thinking skills into the regular curriculum, attend conferences, and visit model programs
- mentor program that matches gifted and talented 8th graders with Framingham State College students
- community resource people contributing their expertise to classroom lessons or serving as mentors

The Middle School Gifted and Talented Program in Framingham offers challenging educational opportunities for students within and outside the regular classroom.

Within the classroom, students receive special instruction in higher-order thinking skills in a variety of ways. Teachers in all curriculum areas receive ongoing inservice training and work directly with the program coordinator to develop lessons or units which incorporate higher-order thinking skills, team teach a differentiated curriculum, and use a variety of resources to integrate critical and creative thinking skills.

Beyond the classroom, students may be selected to participate in the mentor program, Johns Hopkins Talent Search, independent studies, and/or various math and problem-solving competitions.

Framingham also offers the SAGE Program for grades 1-6, a National Diffusion Network Program. SAGE's major aims are to develop higher-order thinking skills and to stimulate academic achievement. These aims are accomplished through a process approach towards learning.

FRANKLIN

FRANKLIN MENTORSHIP PROGRAM

Oak Street
Kennedy
Thayer
Horace Mann
Franklin High

Contact: Susan Turner, Rose Cooney
Oak Street School, Franklin, MA 02038
(617) 528-5600, ext. 217

Grades served: K-12; approximately 500 students in small group demonstrations and minicourses, approximately 50 students in individual mentorships

Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking, career education, other areas covered in the program depend upon the expertise of the mentor and the interest of the student

Model(s): Renzulli's Enrichment Triad, SAGE, Torrance's Future Problem Solving

Program Options: Mentorship Program

Time: varies

Staff: 1 full-time, 1 part-time

Collaboration: community businesses and industry, school organizations, community resources

Funding: local, Horace Mann Teacher Program

Program Highlights:
- locating and training of community volunteers to serve as mentors
- Mentor Night, when specific mentors will present or demonstrate their skills
- matching mentors and students

The Franklin Mentorship Program offers students an opportunity to learn from people in the community who are willing to share information and skills. The program locates adult mentors and matches them with students so that, together, they can explore an area of mutual interest. The mentor serves as a guide and resource person allowing the student to work in-depth on a subject in a focused way that is not possible in the regular classroom. The student-mentor relationship can consist of a single interview or a series of meetings. A mentor may also address a group of students to stimulate interest in a particular subject or to encourage students to begin an independent study, which may lead the student to request a mentor.

FRONTIER REGIONAL GIFTED AND TALENTED COLLABORATIVE

PROJECT DISCOVERY

Conway
Deerfield
Sunderland
Whately

Contact: Sue B. Hagberg
311 Main Street, Deerfield, MA 01373
(413) 665-2090

Grades served: 1-6; approximately 40-50 students

Curriculum: reading/language arts, social studies, arts, problem solving, critical and creative thinking
Model(s): Renzulli's Schoolwide Enrichment Model
Time: 1 hour/week
Staff: 2 part-time
Collaboration: plans include collaboration with businesses, industry and community resources
Funding: Commonwealth Inservice Institute
Program Highlights: development of a model program that will help gifted and talented programs from rural communities coordinate program planning and resources

Grant funds support the planning and coordination of the pilot gifted and talented programs in the towns of Conway, Deerfield, Sunderland, and Whately. Program goals include: model teaching units demonstrated in selected classrooms in each of the four districts; identification and selection of approximately 5% of the students for participation in a gifted and talented program; extended communication and collaboration with community businesses and industries; and visits to educational sites to extend regular curriculum experiences. All aspects of the program are being evaluated on an ongoing basis.

GLOUCESTER

PLANNING FOR THE GIFTED AND TALENTED
Beeman Memorial
East Gloucester
Fuller
Veterans Memorial
West Parish

Contact: Malcolm L. Patterson
Gloucester Public Schools
Blackburn Circle, Gloucester, MA 01930
(617) 283-4042
Grades served: 5 (pilot program); approximately 50 students
Curriculum: to be determined
Model(s): planning program includes reviewing a variety of models
Staff: 1 part-time
Collaboration: North Shore Community College, Partners in Education (parent support group)
Funding: local, Regent's grant supports collaborative activities through the North Shore Community College
Program Highlights:
- development of a needs assessment, statement of philosophy, and a program design for serving gifted and talented students
- inservice training for the planning committee

This planning grant enables a consultant to work with the Gifted and Talented curriculum committee. Program activities include the development of a needs assessment, the development of a philosophy statement, inservice training sessions for teachers, site visits to model gifted and talented programs, the design of a program model that is tailored to Gloucester's needs, and the implementation of a pilot project at the fifth grade level.

GRAFTON PUBLIC SCHOOLS

HIGH ACHIEVER PROGRAM
Grafton Center
North Grafton
South Grafton

Contact: Gail E. McGrail, Donna Johnson
Grafton Center School, North Street, Grafton, MA 01519
(617) 839-5420

Grades served: 3-6; 64 identified students in grades 5 & 6, 455 students within the classroom

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking, performing arts

Model(s): Renzulli's Enrichment Triad and Revolving Door

Program Options: Great Books Program, Challenge Box (Computer Explorations)

Time: 45 minutes/week (small group), 30 minutes/week (large group)

Staff: 1 full-time, 1 part-time locally funded; 1 part-time grant funded

Collaboration: community resources, cultural institutions, school organizations, community resources

Funding: local, Horace Mann Teacher Program

Program Highlights:
- resource room for identified students in grades five and six
- whole-class lessons in problem solving and critical thinking
- kindergarten reading program, which presents lessons in creative thinking to the whole class as well as to small groups of able readers

Our gifted and talented program has several components. Sixty-four identified students in grades 5 and 6 are served in a resource room. Able readers in kindergarten participate in a program that focuses on the infusion of creative thinking skills into the reading curriculum. Students in grades 3-6 receive bi-monthly lessons in the classroom, which is designed to develop problem-solving and critical thinking skills.

Trained parent volunteers will assist in four of the program's components: Challenge Boxes (grade 4), Junior Great Books (grades 3-6), computer explorations (grades 3-4), and learning centers (grades K-3).

Two after-school enrichment programs, funded by the Horace Mann Teacher Program, address the needs of talented students in the fields of art, music, and theatre.

HAMPSHIRE EDUCATIONAL COLLABORATIVE

CURRICULUM COMPACTING
Belchertown
Easthampton
Granby
Hamphire Regional District (Union 66)
Northampton
Ware
South Hadley

Contact: Cecelia Buckley
Hampshire Educational Collaborative
36 Hadley Street, South Hadley, MA 01075
(413) 534-4563
Grades served: 1-12
Model(s): Renzulli's Enrichment Triad
Funding: local, Horace Mann Teacher Program
Program Highlights: on-site staff support: classroom demonstrations, assistance with the student selection process, resource materials, and assistance in planning enrichment and acceleration activities

Our program helps teachers from seven school systems (14 buildings) learn how to compact the classroom curriculum. Curriculum compacting helps teachers to modify the regular curriculum by eliminating the repetition of material that has already been mastered by the student. This technique creates time for teachers and students to engage in enrichment and/or acceleration activities, with the assurance that students have mastered grade-level skills. A consultant is available to assist staff in using the strategy of compacting.

HANOVER

SHARED APPROACH TO GIFTED EDUCATION (SAGE)
Cedar
Center
Sylvester

Contact: Connie O'Brien
Sylvester School, 495 Hanover Street, Hanover, MA 02339
(617) 826-3844
Grades served: 3-5; 500 students in general enrichment activities, 100 students in talent pool
Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment
Program Options: Great Books Program, Philosophy for Children
Time: 2-3 hours/week
Staff: 1 full-time, 1 part-time
Collaboration: school organizations, Brockton Art Museum, Blue Hills Trailside Museum
Funding: local, School Improvement Council, Hanover Arts Lottery, Educational Arts Collaborative
Program Highlights:
- expansion of program to include computer-, math-, and science-related enrichment activities
- unit on architecture, which integrates the curriculum areas of math, science, music, language, and art; students create a town of the future
- "Serendipity in Critical and Creative Thinking through the Arts and Sciences" course, which uses the methodology of a scientist to discover creativity through the arts; grades 3-5

Consultants, the SAGE resource teacher, classroom teachers, and parents offer a broad variety of introductory enrichment activities for interested and talented students.

In addition, minicourses are offered to small groups of interested students. Topics may include: critical and creative thinking, Future Problem Solving, French, Philosophy for Children, Great Books, Bloom's Taxonomy, Math Team Problem Solving, Video Filming and Cable Programming, Young Authors Writing Program, Photography, Computer Science, and Environmental Science. Meetings for talent pool students are scheduled weekly. Independent study projects are pursued by approximately 100 students each year.

HATFIELD

D.M. Breor Elementary
Smith Academy

Contact: Linda E. Driscoll
D.M. Breor Elementary
33 Main Street, Hatfield, MA 01038
(413) 247-5010

Grades served: K-12

Model(s): Renzulli's Schoolwide Enrichment (planning stages)

Staff: 6 part-time

Collaboration: college, school organization

Funding: local

Program Highlights:
- enrichment mini-courses
- teacher training on strategies for meeting the needs of gifted and talented students in the classroom

Hatfield is currently planning an after-school enrichment program. Teachers and community members will present a series of minicourses based on student interests.

In an effort to better serve the needs of the gifted and talented students, the district also offers an ongoing teacher training program geared toward enriching the curriculum in the regular classroom.

HAVERHILL

PLANNING FOR A GIFTED AND TALENTED PROGRAM

Bartlett
Cogswell
Consentino
Crowell
Fox
Greenleaf
Hunking
Nettle
St. James
Tilton
Walnut Square
Whittier
Wood

Contact: Richard Raiche
John Greenleaf Whittier School
256 Concord Street, Haverhill, MA 01830
(617) 374-5782

Grades served: 1-8

Curriculum: plan focuses on all curriculum areas

Staff: 1 part-time, teacher stipends
Collaboration: Museum of Textile History, Haverhill Public Library, Northern Essex Community College, Bradford College, Haverhill Historical Society
Funding: local, School Improvement Council, Horace Mann Teacher Program, Training Opportunity Funds
Program Highlights:
- staff development program
- increased community awareness and involvement in the gifted and talented program
- teacher-generated curriculum based on the needs of the district

The goal of this planning grant is to establish broad-based support for a proposed program for gifted and talented students in the Haverhill Public Schools, grades 1-8. Workshops were conducted in the fall of 1987 for a representative group of elementary staff. In the spring, a planning committee of school staff and community leaders will design a developmental plan for the implementation of a gifted and talented program in September, 1988.

HAWLEMONT REGIONAL SCHOOL DISTRICT

Hawlemont

Contact: Nancy H. Wilson
Mohawk Trail Regional School District
Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52
Grades served: K-6; approximately 80 students
Curriculum: critical and creative thinking infused into all of the curriculum areas
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Art Costa's Teaching Of, For and About Thinking
Staff: 1 part-time
Collaboration: Greenfield Community College Talented and Gifted Program
Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Center Advisory Board
Program Highlights:
- coaching and model teaching in the classroom
- curriculum development
- pilot use of new curriculum materials developed by the Talented and Gifted Program at Greenfield Community College

The Hawlemont School is implementing a thinking skills program in the regular classroom, grades K-6. Regionwide training workshops were offered in the fall, 1987. Following these workshops, the gifted and talented coordinator has been working with teachers in applying new teaching techniques and adapting the curriculum to better meet the needs of individual students.

The gifted and talented coordinator is coaching staff, providing demonstration lessons, and assisting in developing lesson plans in an effort to support the teaching of, for, and about thinking.

As part of the Ashfield-Plainfield Collaborative program, we have the opportunity to broaden our network and share ideas and resources with other

communities. We will also develop a plan of enrichment activities in an effort to provide students with a varied and well-balanced program.

HOLLISTON

TELECOMMUNICATIONS: A TOOL FOR THE RESEARCHER
Holliston Elementary
Holliston Middle
Holliston High

Contact: Peter Amati, Gerald Page, Paul McKenna
Holliston High School, Holliston, MA 01746
(617) 429-5060
Grades served: 4-12; 178 students
Curriculum: science
Model(s): Renzulli's Enrichment Triad
Staff: 6 full-time staff locally funded
Collaboration: college
Funding: local
Program Highlights:
- introduction to a database management system, for grades 4-12 students, as a means of organizing items of related information
- training for juniors and seniors in the operation of a computer retrieval system

Funds will support scientifically talented students in grades 4-12 to extend their study of scientific problems by accessing up-to-date scientific information. Students will use database programs to learn to organize and manipulate information rapidly and efficiently. In addition, they will use on-line computer databases to access sources of information more vast and up-to-date than their libraries and media centers can provide.

Students will be introduced to database technology, in small increments, over a period of several years. By the time these grades 4-8 students reach high school, they will be adept at using computer databases and will have been introduced to research methods and the technique of conducting an on-line search.

HOLYOKE

PROJECT GIFTED AND TALENTED ENRICHMENT (GATE)
Highland
Sullivan

Contact: Jody Mara Cutler
98 Suffolk Street, Holyoke, MA 01040
(413) 534-2000
Grades served: 1-6; 950 students within the classroom
Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Talents Unlimited, Curriculum Compacting
Staff: 3 part-time consultants who work with classroom teachers

Collaboration: National Demonstration Project: Talents Unlimited, School Improvement Council, volunteer program, Chamber of Commerce, Parent Advisory Council, Citywide Parent Planning Council

Funding: local, Chapter II Block Grant, School Improvement Council

Program Highlights:
- student identification procedure that will identify gifted and talented students, including those from diverse cultural and ethnic backgrounds
- staff training in the Talents Unlimited Model
- pilot and evaluation of a Talents Unlimited Model Program, grades 1-6
- plan for a secondary program, grades 7-12, for gifted and talented students

Holyoke has chosen Talents Unlimited as the model for GATE's pilot program. Ninety teachers, grades 1-6, will receive ten days of inservice training in the Talents Unlimited model.

Talents Unlimited is designed to help teachers recognize and nurture multiple talents of children in areas such as productive thinking, communication, forecasting, decision making and planning, as well as various academic areas.

A full-time coordinator of Gifted and Talented Programs, funded by the district, has been working with the advisory board, school committee, consultants, and administrators to investigate program options appropriate for the Holyoke Public Schools. Pilot efforts this year will include the Talents Unlimited model and the strategy of curriculum compacting.

HOPKINTON

RECOGNITION AND ENHANCEMENT OF ABILITY AND CREATIVITY IN HOPKINTON (REACH)

Center
Elmwood

Contact: Susanna M. McCluskey
8 Summer Street, Hopkinton, MA 01748
(617) 435-3310

Grades served: 1-6; 800 within the regular classroom, 75 students outside the classroom

Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Schoolwide Enrichment, SAGE

Time: 1 hour/week

Staff: 1 full-time

Funding: local, Commonwealth Inservice Institute, School Improvement Council, Horace Mann Teacher Program

Program Highlights: students' participation in a foreign language study

The REACH program in grades 1-6 has been in operation since January, 1986, and will be expanded to include grades 7-12 in September of 1988. The goals of the program are to provide: a learning experience for all students, focusing on thinking skills development; differentiated activities designed to exercise abstract thinking skills; independent study experiences; and learning activities designed to expand the curriculum.

At present, the REACH thinking skill component serves 800 students in their classrooms. Seventy-five of these students attend classes one hour a week in the REACH resource room. The types of activities presented in the resource room include: group and individual decision making, deductive reasoning and logic exercises, imagining and predicting the future, applying the scientific method to problem solving, and finding new ways to use information. Activities designed to expand the curriculum include a musical comedy production at the sixth grade and foreign language study for students in grades 4-6.

LAWRENCE

IMPROVED GIFTED AND TALENTED PROGRAM

Arlington — Henry K. Oliver
Robert Frost — Leonard

Contact: Jaqueline A. Rapisardi
Arlington School
150 Arlington Street, Lawrence, MA 01841
(617) 975-5577

Grades served: 4-8; approximately 220 identified students

Curriculum: social studies, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Talents Unlimited, Kids Kits

Time: 2 hours/week

Staff: 2 part-time

Funding: local

Program Highlights: gifted and talented consultant to meet with teachers to plan enrichment activities for the classroom

This year we are expanding the gifted and talented program to include inservice training for bilingual and regular classroom teachers. These workshops will focus on strategies for developing students' gifts and talents and designing enrichment materials for use in the classroom.

A consultant is working with students to develop critical and creative thinking skills and providing staff with strategies and ideas for activities and projects in the classroom.

LEVERETT

PROGRAM FOR ACADEMIC AND CREATIVE ENRICHMENT (PACE)

Leverett Elementary

Contact: Dorothy Lange
Leverett Elementary School
Montague Road, Leverett, MA 01054
(413) 548-9444

Grades served: K-6; 140 students

Curriculum: reading/language arts,social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment
Program Options: Great Books Program, Invention Convention
Time: to be determined
Staff: 1 part-time
Collaboration: local businesses and industries, school organizations, and community resources
Funding: local, Commonwealth Inservice Institute
Program Highlights:
- mentor program, involving community members
- inservice workshops for staff, which stimulate dialogue about methods and materials in the field of gifted and talented education
- referral service, which directs parents and students to academic and nonacademic enrichment opportunities outside of school hours

PACE focuses on four interrelated components: 1) curriculum enrichment, 2) use of community resources, 3) referrals to available extracurricular enrichment opportunities, and 4) teacher training.

Our district's goal is to provide curriculum enrichment activities. All elementary students are invited to participate in the general enrichment activities. These activities are designed to expose students to new and stimulating topics not ordinarily covered in the regular curriculum. Minicourses and workshops offered to students will focus on the development of critical and creative thinking skills. These activities are being specifically designed to appeal to a wide range of ages, interests, and abilities. Gifted and talented students will have the opportunity to pursue an in-depth investigation of a real problem.

LYNN

PROJECT SUMMIT/APEX

All elementary school
3 junior high schools

Contact: Marilyn E. Fogarty
Sisson School, 56 Conomo Avenue, Lynn, MA 01904
(617) 598-0029
Grades served: 4-6 (elementary), 7-8 (junior high); 300 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad
Time: 5 hours/week (elementary), 2 hours/week (junior high)
Staff: 3 full-time, 12 part-time locally funded; 7-10 part-time grant funded
Funding: local

Program Highlights:
- opportunity for classroom teachers, as well as gifted and talented teachers, to attend workshops
- whole-school enrichment performances
- purchase of challenging curriculum materials, especially for science projects

Project Summit serves academically talented elementary school students. This program fosters creativity and the development of skills in research, communication (oral and written), higher level thinking, and computer literacy.

Project APEX, the junior high component, began its first full year of operation in the Fall, 1987. Depending on the individual school, the basic curriculum in English, mathematics, science, and social studies are being compacted to allow time for students to experience a differentiated curriculum.

MELROSE

PROGRAM EXPANSION AND ENHANCEMENT THROUGH THINKING

Ripley	Franklin
Hoover	Horace Mann
Lincoln	Roosevelt
Winthrop	Melrose Junior High
Beebe	Melrose High

Contact: Marge Silvestri
350 Lynn Fells Parkway, Melrose, MA 02176
(617) 662-2000, ext. 273

Grades served: 4-12; 94 students

Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking, dramatic arts, music

Model(s): Renzulli's Enrichment Triad and Revolving Door, Talents Unlimited, SAGE

Program Options: Olympics of the Mind, Philosophy for Children, Johns Hopkins Talent Search, Invention Convention

Time: 4 hours/week

Staff: 1 full-time, 4 part-time

Collaboration: local businesses; National Demonstration Projects: SAGE and Talents Unlimited; Museum of Fine Arts; Colonial Theatre; Museum of Science; Bunker Hill Community College; Emerson College; Melrose Olympics of the Mind Supporters (MOMS, a parent support group)

Funding: local, local businesses

Program Highlights:
- strengthen and expand the existing gifted and talented program to reach more students
- Invention Convention, which highlights the application of students' problem-solving and thinking skills
- Olympics of the Mind, which teams students of varying talents to solve and present creative solutions to problems; seven teams of students (grades 4-12) are participating

The Discovery Program seeks to challenge and enhance student talent in academic and creative areas while offering opportunities to uncover new talents and interests. Multidisciplinary themes are used to develop creative and critical thinking abilities and independent study skills, which include research skills, organization skills, and communication skills.

A citywide pull-out program for grades 4-6, one half-day a week, brings students to a specially designed Discovery classroom. Hands-on experiences, study tours, and seminars with experts and outside institutions are planned to coordinate with classroom curricula. The program has recently been expanded to include participation by a class of highly creative grade 5-6 students in Olympics of the Mind (OM). Talented 7th graders meet in a regularly scheduled creative problem solving class and participate in the OM program as well. High School students participate in an after-school OM program, which is designed to encourage creative team work.

METHUEN

LEARNING THROUGH AN ENRICHED AND ACCELERATED PROGRAM (LEAP)

Methuen East Middle
Tenney Middle

Contact: Carol Regan
Methuen East Middle School
45 Pleasant View Street, Methuen, MA 01844
(617) 681-1398

Grades served: 5-7; 120 students

Curriculum: reading/language arts, social studies, mathematics, science, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, SAGE

Program Options: Math Olympics

Time: 15 hours/week

Collaboration: National Demonstration Project: SAGE, cultural institutions, UMASS/Boston, community resources, Merrimack College

Funding: local, Horace Mann Teacher Program

Program Highlights:
- teacher training at the SAGE Program in Framingham
- presentations by the University of Massachusetts/ Boston Critical and Creative Thinking Program
- collaboration with Merrimack College to offer mini-courses at the college campus

Students with very high intellectual and/or academic capability are identified through multiple criteria. Beginning in the 5th grade, identified students are grouped together in heterogeneous classes.

Gifted students are grouped for academics and the curriculum is enriched and accelerated. The core curriculum is compacted and enrichment activities are presented that focus on problem-solving, critical thinking, and higher-level thinking skills.

MILLBURY

CLICK: TURNED ON TO LEARNING
Elmwood Street

Contact: Carole Chiras
R.E. Shaw School, Millbury, MA 01527
(617) 865-3541

Grades served: 1-3; 400 students within the classroom

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment, Torrance's Future Problem Solving

Program Options: Invention Convention

Time: 1 hour/week

Staff: 1 part-time

Collaboration: The Directory Collaborative-Young Audiences, school organizations, community resources

Funding: local, School Improvement Council

Program Highlights:
- the gifted and talented teacher and the classroom teachers design and teach enrichment lessons directed to students' varying levels of ability
- activity worksheets that help develop critical and creative thinking skills are available in the classrooms

CLICK: Turned On To Learning provides enrichment lessons to all students in grades 1-3. Every month, an hour lesson is presented to each primary classroom. Enrichment activities are often based on current events. These enrichment experiences are coordinated with institutions and/or field experiences. Activity sheets that demand high-level thinking skills remain in each classroom for interested students.

Project Academic Learning Experiences Revealing Talents (ALERT) is an established pull-out program for over 75 identified gifted and talented students in grades 4-7. Weekly lessons focus on critical thinking, research, experimentation, and school projects.

MOHAWK TRAIL REGIONAL

Mohawk Trail Regional

Contact: Nancy H. Wilson
Mohawk Trail Regional School District
Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52

Grades served: 7-8; approximately 80 students

Curriculum: critical and creative thinking skills infused into all curriculum areas

Model(s): Renzulli's Enrichment Triad, Revolving Door, Schoolwide Enrichment; Art Costa's Teaching Of, For, and About Thinking

Staff: 1 part-time

Collaboration: Greenfield Community College Talented and Gifted Program

Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Teacher Center Advisory Board

Program Highlights:
- teacher coaching and model lessons demonstrated in the classroom
- curriculum development
- Parent/Teacher Advisory Council promoting involvement in the program, community awareness, and support for the program's goals
- participating teachers to develop peer training skills to pass on new ideas and strategies to others
- pilot use of new curriculum materials developed by the Greenfield Community College Talented and Gifted Program

The Mohawk Trail Regional School District implemented a grades 7 and 8 thinking skills program this year. Interested teachers will attend a regional training workshop that focuses on the teaching of, for, and about thinking. Following these workshops, participants will be working with the gifted and talented coordinator to develop specific teaching strategies, such as curriculum compacting and the design of curricula to challenge students in the classroom.

In addition, Mohawk Trail collaborates with four other districts (see Ashfield-Plainfield Collaborative). This collaborative relationship allows us to benefit from a larger network for sharing ideas and expanding our resources.

NEEDHAM

IMPLEMENTING AND EXTENDING GIFTED AND TALENTED SERVICES WITHIN THE CLASSROOM

Broadmeadow	Hillside
Eliot	Mitchell
High Rock	Pollard Middle

Contact: Dr. Rose M. Feinberg
1330 Highland Avenue, Needham, MA 02192
(617) 455-0400

Grades served: 2-8; 275 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment (modified for the needs of the district); Guilford's Structure of the Intellect; Torrance's Future Problem Solving Program; Joyce Juntune's Productive Thinking

Program Options: Future Problem Solving Program, Great Books Program, Philosophy for Children, Invention Convention

Time: 2 hours/week

Staff: 1 full-time, 2 part-time funded by the district; 5 part-time funded by the grant

Collaboration: Synectics, Inc., Research for Better Teaching, Museum of Science, Museum of Fine Arts, University of Mass/ Boston, Harvard University, Lesley College, parent volunteers, IMPACT (parent group), community volunteers, mentors

Funding: local, Chapter II Block Grant, School Improvement Council, Horace Mann Teacher Program

Program Highlights:

- productive thinking workshops for all grades K-6 teachers; includes videotapes of classroom lessons
- Synectics, Inc. consultant/teacher to present connection-making Creative Storytelling lessons to all second-grade classes, with PACT students extending this activity
- PACT teacher to consult with staff and develop materials and model lessons that integrate higher-level thinking skills in grades 7 and 8 English classes
- workshops for parent volunteers to produce Challenge Box materials used to enrich and extend learning in grades 4-6 regular classrooms
- workshops for staff on strategies for developing students' productive thinking skills and model lessons demonstrated in grades 2-8 classrooms

Needham's Program for Academically and Creatively Talented Students (PACT) serves students in grades 2-8. Topics for each grade are designed to develop critical and creative thinking skills through content different from the regular curriculum (for example: Future Studies, Philosophy for Children, Leadership, Massachusetts Future Problem Solving Program, etc.).

PACT teachers meet weekly with students in their schools for approximately 2 hours. Integration of critical and creative thinking into the regular classroom is an important component supported through staff development, PACT teacher consultation, special programs, and a variety of other resources.

At the Middle School, a special English/PACT integration program includes the development of critical and creative thinking and projects related to the English curriculum. Members of IMPACT, our parent support group, are on the PACT committee for planning and information sharing.

NEWBURY

TRIAD

Newbury Elementary

Contact: Sandra L. Mears
63 Hanover Street, Newbury, MA 01951
(617) 462-7306

Grades served: 4-6; 75 students

Curriculum: reading/language arts, social studies, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment

Program Options: Olympics of the Mind

Time: 2-3 hours/week

Staff: 1 full-time

Collaboration: school organizations, community volunteers for speakers, mentors, and coaches for Odyssey of the Mind program
Funding: local, school organization
Program Highlights:
- development of a mentor program
- expansion of the Odyssey of the Mind Program
- enrichment activities available to more children

Newbury's TRIAD program attempts to meet the needs of individual students by providing a systemmatic approach for assessing the academic strengths, learning styles, and interests of each child. Challenge and enrichment activities to develop independent learners and creative producers take place in a resource room and in regular classrooms. Students participate in exploratory activities, thinking-skill training, and individual research-based projects. Students are encouraged to explore topics of interest and use the skills they have learned to pursue an in-depth original investigation.

NORTH ADAMS

EXPANSION OF ACADEMICALLY TALENTED PROGRAM

Greylock
Johnson
Sullivan

Contact: Stephen C. Smachetti
J. Stanley Sullivan Elementary School
Kemp Avenue, North Adams, MA 02147
(413) 663-5155
Grades served: K-2; 130 students
Curriculum: reading/language arts, mathematics, problem solving
Model(s): Renzulli's Enrichment Triad
Program Options: Great Books Program, Math Olympics
Time: 1 hour/week
Staff: 1 part-time
Collaboration: North Adams State College
Funding: local
Program Highlights:
- math manipulatives that are used in a variety of ways to teach problem solving
- Junior Great Books Program, which exposes children to quality literature and develops their ability to think critically and contribute to group discussions
- variety of curriculum materials that have been specifically designed to develop students' creative writing skills

The Academic Program for Talented Students (APT) is a locally funded program. APT serves students, grades 3-7, who are selected on the basis of California Achievemenent Test results and recommendations by classroom teachers and APT staff.

The grant program, Expansion of Academically Talented Program, enables the district to expand APT program activities and include students in grades K-2. Students may be selected to participate in enrichment activities in the areas of creative writing, math problem solving, or literature. Each enrichment course meets for approximately 12 weeks and culminates with an activity

designed to display each student's final product. Students have produced storybooks, original poetry books, special displays, and art work. They have also participated in problem-solving competitions and hands-on mathematics problem-solving activities. The Junior Great Books Program, trade books, and enrichment activities are used to supplement the literature program. At the conclusion of each course, a written evaluation of each student's performance is given to parents and students.

NORTH ATTLEBORO

PROJECT TOTAL AWARENESS, PROGRAM EXPANSION (TAPE)

Martin
School Street
Falls
Amvet Boulevard
Roosevelt
Allen Avenue
Woodcock

Contact: Peggy Ciriello
Amvet Boulevard School
Amvet Boulevard, North Attleboro, MA 02760
(617) 695-2561

Grades served: K-1,4; 75 students

Curriculum: reading/language arts, critical and creative thinking

Model(s): Renzulli's Schoolwide Enrichment (modified)

Program Options: Great Books Program

Time: 5-8 hours/week

Staff: 1 part-time

Collaboration: business and industry, school organizations, University of Massachusetts/Boston: Critical and Creative Thinking Program

Funding: local, Horace Mann Teacher Program

Program Highlights:

- teacher workshops that focus on teaching strategies for challenging gifted students; topics include creative writing and critical thinking
- teachers to develop model lesson plans on critical thinking
- enrichment teacher to work directly with small groups of high-ability students; small group activities at the K-1 level will focus on reading enrichment and at the 4th grade level, on writing enrichment

North Attleboro provides its high ability elementary school students with a pull-out reading enrichment program for grades K-5 and a writing enrichment program for grades 4-6, ½ to 1½ hours per week. Students are selected on the basis of high academic achievement, a score in the 90% percentile or higher on the Metropolitan Reading Test, and teacher recommendations.

The reading enrichment program introduces students to various types of literature and focuses on the development of high-level comprehension skills, advanced vocabulary, and study skills.

The writing enrichment program combines instruction in advanced writing and research skills with individual projects based on student interest. Both reading and writing enrichment classes promote critical and creative thinking.

Project TAPE expands last year's reading enrichment program to include grades K-1 and grade 4. The program will also provide parent/teacher educa-

tion on strategies for teaching critical thinking and fostering students' creative writing abilities.

NORTH RIVER COLLABORATIVE

MENTOR CONNECTION

Abington
East Bridgewater
Hanson
Hanover
Rockland
Whitman
Whitman-Hanson Regional

Contact: Marilee Cantelmo
McKinley School, 394 Union Street, Rockland, MA 02370
(617) 878-7713

Grades served: 3-12

Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking, and any areas of expertise or interest of the students and mentors

Model(s): mentor program

Time: varies, depends on mentorship project

Staff: 1 full-time

Collaboration: Metro South Chamber of Commerce, Massasoit Community College, Bridgewater School Collaborative, School Parent/Teacher Organizations, School Volunteer Programs, community resources, Gifted and Talented Advisory Council, Council for the Elderly

Funding: local

Program Highlights:

- identified gifted and talented students from the collaborative towns working with mentors on independent research projects (based on the student's areas of interest)
- mentor-intern program piloted for 10% of identified gifted and talented students in grades 11 and 12, specifically in the areas of business and industry
- training component to be added for administrators, teachers, and parents, using the creative problem-solving process to discover ways to enhance the mentorship experience

Identified students from the participating school systems, who exhibit special talents and an interest in pursuing an in-depth investigation, are matched with trained mentors who have the expertise in guiding and challenging inquisitive young minds.

OLD ROCHESTER REGIONAL

ADVANCED PROGRAM OF GIFTED EDUCATIONAL ENRICHMENT (APOGEE)
Orr Junior High
Orr High

Contact: David B. Boyce, Dr. Eileen Marland
Old Rochester Regional Junior High
135 Marion Road, Mattapoisett, MA 02739
(617) 758-4928

Grades served: 7-8; 50 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking, video production

Model(s): Renzulli's Revolving Door

Time: 5-10 hours/week, depending upon the activity

Staff: 1 full-time, 1 part-time

Collaboration: business and industry, Southeastern Massachusetts University's Spotlight Program, community resources

Funding: local tuition assistance for students to attend Bridgewater State College's Project Contemporary Competitiveness, Commonwealth Inservice Institute

Program Highlights: student-produced, monthly half-hour local origination cable television program about people, events, and/or activities in the community that are of interest to students

Advanced Program of Gifted Educational Enrichment (APOGEE) builds upon the current gifted and talented Uplift program for grades 7-8. The APOGEE program is expanding its collaboration with community businesses and cultural organizations in an effort to provide students with more resources and a greater knowledge, understanding, and awareness of their community.

Student-produced cable television programs offer a nontraditional means of expression, an introduction to career possibilities, and an opportunity to be part of the dynamics of teamwork. This creative production gives the community a first-hand look at the diverse interests, activities, and aspirations of the children, grades K-12. In so doing, APOGEE will become an innovative tool in further developing community relations.

PEABODY

GIFTED AND TALENTED EXPANDED EDUCATION (GATE)
John E. Burke
Kiley Brothers Memorial
West Memorial
Thomas Carroll
McCarthy
William E. Welch Sr.
J. Higgins Middle

Contact: A. Ellen Prochilo
McCarthy School, 76 Lake Street, Peabody, MA 01960
(617) 531-1600, ext. 127

Grades served: 4-8; 158 students

Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): locally designed
Program Options: Future Problem Solving
Time: 2 hours/week
Staff: 2 full-time
Collaboration: Warren Five Cent Savings Bank, Hammond Castle, Essex Institute, Peabody Museum, North Shore Community College, Salem State College, Montserrat, city officials of Peabody, Audubon Society
Funding: local
Program Highlights:
- a series of units geared to improving community awareness and a sense of historical perspective (elementary program)
- participation in projects that involve the genesis and development of inventions (middle school)

Peabody's GATE pull-out program is designed to encourage and develop students' critical and creative thinking processes, problem-solving skills, and higher-level thinking skills through areas of study generally not included in the basic curriculum. Emphasis is on group discussion, individual and team projects, and independent research.

Students are selected for the program using several criteria: reading percentile, math percentile, Wisconsin IQ, grade point average, teacher recommendations, and a writing sample. A screening committee makes the final student evaluation. Students meet by grade level once a week for a total of two hours per session.

PIONEER VALLEY REGIONAL

CREATIVE ENRICHMENT PROJECT (CEP)
Pioneer Valley Regional

Contact: John C. Lepore
Pioneer Valley Regional School
Route 10, Northfield, MA 01360
(413) 498-2931
Grades served: 7-12; 90 students
Curriculum: social studies, science
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment
Time: 1-2 hours/week
Staff: 1 full-time
Collaboration: Northfield Mountain Project, Northfield Historical Society
Funding: local
Program Highlights:
- use of teaching/learning styles inventory to help teachers and students identify their preferred styles of teaching/learning
- participation of staff from all the content areas in developing interdisciplinary curriculum
- increased involvement of staff and school personnel in the gifted and talented program

The Creative Enrichment Program (CEP) expanded in the fall, 1987. A Learning Styles Inventory was given to all seventh, eighth, and select ninth

and tenth graders. The Learning Styles Inventory identifies students' preferred styles of learning so that teachers can more effectively work with individual students. In addition, any interested staff may take the Teaching Styles Inventory. A training workshop will assist staff to understand and apply the results of the Inventory in order to meet the needs of the students in their classrooms.

CEP is building upon existing services in the following ways:

- increased interdisciplinary involvement between science, social studies, and English;
- further refinement of students' word processing and data base skills and an introduction to desktop publishing with a powerful state-of-the-art computer;
- production of high quality newsletters and a bound booklet on the natural cultural history of one of the towns in the Pioneer Valley Regional District;
- designing a process for evaluating the methods and procedures of curriculum compacting.

Students are released from the class work in the CEP resource lab in order to go out into the community to conduct primary research studies on the natural/cultural history of one of the communities in the Pioneer Valley Regional District.

PITTSFIELD

GIFTED AND TALENTED PROGRAM
Reid Middle
Herberg Middle

Contact: Dr. William D. Travis
269 First Street, Pittsfield, MA 02101
(413) 499-9523

Grades served: 6; approximately 80 students

Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Revolving Door

Program Options: Future Problem Solving, Great Books Program

Time: 2 hours/week

Staff: 1 full-time

Collaboration: Arrowhead, Berkshire Museum, Clark Art Institute, school organization

Funding: local, Commonwealth Inservice Institute, School Improvement Council, Parent/Teacher Organization at each school

Program Highlights:

- funds for staff training and materials for the Great Books Program
- inservice workshop on the goals of the gifted and talented program for grade 6 classroom teachers

Grant funds partially support the salary of a full-time teacher to serve gifted and talented students in grade 6. Modifications have been made in the program at the 6th grade level to better match the middle school's instructional calendar and class schedules. This grant is also enabling us to expand our Gifted and Talented Program for grades 4 and 5.

PLYMOUTH

GIFTED AND TALENTED EDUCATION
Nathaniel Morton

Contact: Margaret O'Malley
Nathaniel Morton School
Lincoln Street, Plymouth, MA 02360
(617) 746-6500
Grades served: 5; 60 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad
Program Options: Olympics of the Mind, Future Problem Solving, Great Books Program, Math Olympics
Time: 3 hours/week
Staff: 2 full-time
Collaboration: Plymouth High School, Bridgewater State College, local scientific institutions
Funding: local
Program Highlights:
- classroom teachers' inservice training in the following areas : recognizing the needs of gifted and talented students, developing higher-order thinking skills, and integrating these components in everyday classroom activities
- student participation in the Future Problem Solving Program and the Math Olympics
- purchase of curriculum materials that enhance instruction

The program focuses on developing students' critical and creative thinking skills. Components of the program include activities that extend the regular curriculum, development of advanced research and writing skills, and independent study. The program plans to include grades 4 and 6 next year.

In addition, the teacher in the program serves as a consultant for all elementary staff on specific techniques and resources to meet the needs of high ability students in the classroom.

QUABBIN

RESOURCE ENHANCEMENT FOR AMBITIOUS CHILDREN (REACH)

Barre	Oakham
Hardwick	New Braintree
Hubbardston	

Contact: Edith L. Morgan
Quabbin Regional School District
Box 667, West Street, Barre, MA 01005
(617) 355-2055
Grades served: K-6
Curriculum: reading/language arts, computer science, science, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment

Program Options: Great Books Program, Lego Logo
Staff: 5 part-time
Collaboration: Parent/Teacher Organization, community
Funding: *local*
Program Highlights:
- grant funds to train teachers
- children discover some of the basic rules of physics and create working machines using the Lego Logo Program

Project REACH, part of a districtwide enrichment program for grades K-6, involves all students in regular Friday afternoon enrichment experiences. The project offers different 6-8 week modules at each elementary school. Topics for these modules include Lego Logo (problem-solving in basic physics), Great Books Program, Native American Social Studies, and intensive writing experiences.

The goal of each module is to expose students to a new topic and provide a more concentrated follow-up experience (a mentorship) to students who are interested and willing to pursue the topic in greater depth. The modules will be evaluated and the more successful modules will be rotated to other elementary schools in the district.

RANDOLPH

BUILDING USEFUL REASONING SKILLS-THINK! (BURST)

Margaret L. Donovan — Elizabeth Lyons
Charles Devine — Martin Young

Contact: Nancy Connelly
Lyons School, Vesey Road, Randolph, MA 02368
(617) 963-7815
Grades served: 1-6
Curriculum: critical and creative thinking
Model(s): SAGE
Staff: 1 full-time
Collaboration: National Demonstration Project: SAGE; university collaboration
Funding: Horace Mann Teacher Program
Program Highlights:
- staff, grades 3-5, attended a summer inservice workshop to help them implement the Cooperative Teaching Model developed by the faculty of the Calvin Coolidge School in Shrewsbury
- after-school series of workshops on thinking skills
- series of two-day planning and demonstration events in each elementary school throughout the 1987-88 school year

During the initial planning, Randolph's Project BURST provided staff training to enable grade 4 teachers to differentiate instruction for gifted and talented students in the regular classroom. To this end, the project sponsored a series of workshops, conducted by Project SAGE, on the infusion of critical and creative thinking skills into the curriculum. Additionally, the project enhanced this training by 1) compiling a resource library for teachers and parents and 2) piloting a portion of Edward DeBono's CORT Thinking Program.

Supplemental funding enabled the Gifted and Talented specialist to teach demonstration lessons from Writing and Thinking-A Process Approach Program with selected fourth graders and introduce creative problem solving with Olympics of the Mind.

Project BURST now seeks to implement its goal of developing higher-level thinking skills within a differentiated curriculum by means of a 3-part staff development program for grades 3-5 teachers. This program will provide teachers with 1) a theoretical background necessary for understanding thinking skills, 2) an overview of a proven staff-development model for infusing these skills in the curriculum, and 3) the opportunity to cooperatively plan and teach demonstration lessons.

ROWE

Rowe Elementary

Contact: Nancy H. Wilson
Mohawk Trail Regional School District
Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52

Grades served: K-6; approximately 40 students

Curriculum: critical and creative thinking infused into all curriculum areas

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Art Costa's Teaching Of, For, and About Thinking

Staff: 1 part-time

Collaboration: Greenfield Community College Talented and Gifted Program

Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Teacher Center Advisory Board

Program Highlights:

- gifted and talented coordinator to provide teacher coaching, model lessons in the classroom, and curriculum development
- teacher to serve on the Parent/Teacher Gifted and Talented Advisory Council and as a liaison to other staff to help promote program goals and increase community awareness and support for the program
- participating staff to begin to develop peer training skills to share new ideas and strategies with their colleagues

The Rowe Elementary School has one classroom for each grade, K-6. Our goal is to incorporate the gifted and talented program into the classrooms. The first year of implementation focuses on thinking skills using Art Costa's framework--teaching of, for, and about thinking. Following a regionwide training workshop, the gifted and talented coordinator will work with interested teachers in their classrooms to 1) help them implement new teaching strategies and curriculum, 2) increase opportunities to challenge students, and 3) develop an organized planned approach to schoolwide enrichment activities.

The program goals are supported by participation in the Ashfield-Plainfield Collaborative grant (see Ashfield-Plainfield Collaborative). This collaboration provides a larger network for sharing ideas and resources.

SANDWICH

PROJECT SANDWICH TALENTED AND GIFTED (STAG)
Sandwich Elementary
Sandwich Junior/Senior High School

Contact: John F. Murphy
Sandwich Elementary School
33 Water Street, Sandwich, MA 02563
(617) 888-1343/1451

Grades served: K-8

Collaboration: Bridgewater State College, Parent/Teacher Association, School Improvement Council

Funding: local, Commonwealth Inservice Institute, School Improvement Council, Parent Teacher Association

Program Highlights:
- a Parent-Educator Conference, sponsored by the Project STAG Committee, on meeting the needs of gifted and talented students. Featured speakers will be Dr. Joseph Renzulli and Dr. Sally Reis.
- an on-site Gifted and Talented course for staff during January, in continued collaboration with the Bridgewater State College

Sandwich Public Schools' goal is to develop a comprehensive program to meet the needs of more capable students within the district. A representative committee of parents, teachers and school administrators has met bi-weekly since January, 1987. Last year, the Gifted and Talented Discretionary Grant helped the district to assess its needs and resources; as a result, the district developed a definition of giftedness, a gifted and talented program philosophy, and a five-year plan.

In collaboration with Bridgewater State College, an on-site graduate gifted and talented course was conducted for 30 staff members. Twenty-eight differentiated curriculum units were developed as final course projects; these units will be piloted by course participants during the 1987-88 school year.

This year, the Program Committee is developing an appropriate program/model for the district. Included in the program will be professional development opportunities for staff, emphasis on community awareness of the needs of gifted and talented students, and development of a program rationale and a budget for implementation during the 1988-89 school year.

SEEKONK

GRADE 7: CRITICAL AND CREATIVE THINKING
Seekonk Intermediate

Contact: Ann M. Borah
One School Street, Seekonk, MA 02771
(617) 336-6068

Grades served: 7; 52 students

Curriculum: reading/language arts, social studies, foreign languages, mathematics, science, critical and creative thinking, interdisciplinary curriculum

Model(s): Renzulli's Schoolwide Enrichment

Program Options: Great Books Program

Time: 20 hours/week
Staff: 8 full-time staff, locally funded; 9 part-time staff, grant funded
Collaboration: Parent Advisory Council
Funding: Commonwealth Inservice Institute, School Improvement Council, Horace Mann Teacher Program
Program Highlights:
- Seekonk Intermediate teachers develop a scope and sequence for the grade 7 and 8 program
- Lucretia Crocker fellows assist staff in curriculum planning and demonstration lessons, particularly in social studies

The district has a gifted and talented program in grade 8. This year's goal is to expand that program to include grade 7. The focus of the program is the infusion of critical and creative thinking skills into the curriculum, which includes science and algebra.

Six curriculum units connect the areas of language arts and social studies. These units focus on American History, literature, the development of writing skills, and vocabulary expansion. Students identified for the program participate in one, two, or three classes.

Curriculum writing process is being restructured to integrate critical and creative thinking skills into all academic disciplines. Staff attend curriculum writing workshops, consult with specialists, and observe demonstration lessons in the classrooms presented by Lucretia Crocker Fellows.

SHARON-CANTON COLLABORATIVE

8-7-6 CONTACT

Sharon Junior High (Sharon Public Schools)
William H. Galvin Middle (Canton Public Schools)

Contact: Clista Dow, Judith Brown
75 Mountain Street, Sharon, MA 02067
(617) 784-6717
Marilyn Harris
Galvin Middle School
55 Pecunit Street, Canton, MA 02021
(617) 828-7250
Grades served: 6-8; 70 students, Sharon; 65 students, Canton
Curriculum: reading/language arts, social studies, computer sciences, mathematics, science, arts, problem solving, critical and creative thinking, debating, telecommunications
Model(s): locally developed
Time: approximately 15 hours/week at grade 6, grade 7-8 varies
Staff: 1 full-time, 1 part-time
Collaboration: school organization
Funding: local

Program Highlights:

- all students in the program are trained in a modified Oxford Standard debating procedure and participate in intercommunity debates; students may choose to be debaters, researchers, or moderators; nine debates are held throughout the school year, three at each grade level
- both schools are equipped with telecommunication systems, which allow students and staff to log-on through CitiNet and send messages to each other via the computer
- students learn to record all program activities on videotape and with a 35mm camera to produce photo essays of the telecommunication and debating competitions
- all program components foster critical and creative thinking as students debate the critical issues of our time and use technology to sharpen their analytical skills

The Sharon Public Schools' Program for the Academically and Creatively Talented (ACT) uses flexible scheduling within a team-teaching design. This method of scheduling allows gifted sixth graders to interact with both intellectual and chronological peers on a daily basis. Seventh and eighth graders participate in a variety of activities depending upon interest and time available.

The sixth grade curriculum is totally differentiated in all academic areas. Seventh and eighth grade activities include individual projects, various academic competitions, computer simulations, mathematics for girls, and participation in various components of the 8-7-6 CONTACT program. One major program goal is to provide an environment that allows for the development of individual potential. Critical and creative thinking, independent study, research methodology, creative dramatics, simulation, and telecommunication activities are integral parts of ACT.

The 8-7-6 CONTACT grant program is a collaborative effort of the Sharon and Canton Public Schools. 8-7-6 CONTACT is an integral part of the ACT program in Sharon and makes up approximately 25-50% of the total gifted program.

There are four components of the funded program: 1) an intercommunity debating competition for all three grades, 2) a telecommunication system that allows students and teachers in both communities to exchange ideas and debating information via the computer, 3) research methodology using COMPUSERVE, and 4) a dissemination component involving videotaping and photographic essays. A regular newsletter reaches students, parents, staff and the community. In-service training is an important part of the total program. This training involves library staff, computer coordinators, English and social studies staff, and parents. An advisory council includes students and parents who assist with resource development, debate evaluation, and dissemination.

Program for Academic and Creative Enrichment (PACE) is Canton's program for gifted and talented education, grades 3-8. The primary objectives of the program are to develop students' ability to think critically and creatively and solve challenging problems. Students are exposed to a wide variety of ideas and materials. The curriculum presents broadbased themes and problems for students to solve. The development of individual learning skills, such as research and presentation skills, are important components of the program.

8-7-6 CONTACT is also an integral part of the PACE Program in grades 6-8. The CONTACT program concentrates on controversial current topics of interest to students and encourages students to constantly refine their research and presentation skills inherent in the debating process.

SHAWSHEEN VALLEY VOCATIONAL TECHNICAL HIGH SCHOOL COLLABORATIVE

SHAWSHEEN PROGRAM FOR ADVANCED CAREER EXPLORATION (SPACE)

Bedford
Burlington
Billerica
Tewksbury
Wilmington
Shawsheen Valley Vocational Technical High

Contact: Dr. Elizabeth Carros Keroack, Dr. John McDermott
100 Cook Street, Billerica, MA 01866
(617) 667-2111, ext. 103
Grades served: 7-11; 40 students
Curriculum: science, electronics
Time: 2½ hours/week
Staff: 5 part-time
Collaboration: Cabot and Millipore Corporation
Program Highlights: opportunities for students to work successfully with state-of-the-art technological equipment, develop an understanding of complex concepts in the areas of chemistry and electronics, and present their SPACE findings to various audiences through appropriate written, oral, and visual means

Funds are being used to support the implementation of a districtwide collaborative program to provide selected gifted and talented students, grades 7-11, the opportunity to explore the high technology fields of electronics and chemistry laboratories in an interactive environment. The grant program includes inservice training for staff, an orientation for district teachers and parents, and student participation in an inquiry-based challenging curriculum. Future plans are to expand the program to include laboratory experiences in the areas of data processing, drafting, and graphic arts.

SHIRLEY

TALENTED AND GIFTED PROGRAM

Lura A. White

Contact: Helen Margaret Greenhow
P.O.B. 456 Lancaster Road, Shirley, MA 01464
(617) 448-5604
Grades served: 1-8; 112 students
Curriculum: reading/language arts, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment
Program Options: Future Problem Solving
Time: 1 hour/week
Staff: 1 part-time
Collaboration: community resources

Program Highlights:
- a "critical mass" of teachers to be trained in the Future Problem Solving Model, thereby providing consistent opportunities for gifted and talented students to develop problem-solving skills at each grade level
- teachers from various grades and subject areas participate in training workshops and help create an interdisciplinary approach to critical and creative thinking in the classroom

The Shirley Talented and Gifted Program has focused on language arts. For the past two years, third graders have participated in the Future Problem Solving Program (FPS).

The goals of FPS are to develop skills in creative problem solving, develop teamwork and cooperation, and provide students with a broader international perspective. Students identify a problem in their own community, conduct research in the topic area, and brainstorm solutions to the problem. Students then develop criteria to select the solution which would most effectively solve the community problem. The final step of the problem-solving process is to implement the solution.

FPS has been very successful. The grant program's goal is to extend this opportunity to other grades by training teachers as coaches. Teachers will coach the various components of FPS, such as scenario writing, visual arts, and community problem solving. Students with specific art or writing skills can contribute their talents to the development of a group solution.

SHUTESBURY

A PROCESS OF ENRICHMENT
Shutesbury Elementary

Contact: Patricia Klein
Shutesbury Elementary School
West Pelham Road, Shutesbury, MA 01072
(413) 259-1212

Grades served: 1-6

Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment

Time: 6 hours/week

Staff: 1 part-time

Collaboration: Community Council

Program Highlights:
- students study in depth the life and works of the poet Emily Dickinson in conjunction with a unit on local authors
- students participate in a mini-unit on Ancient Egypt and conduct an independent study project using more advanced research skills
- students help plan and organize a Book Fair, select books and recommend interesting books to other students

A Process of Enrichment is a one-day-a-week program, grades 1-6, which is designed to extend the classroom curricula. Students participate in special projects or minicourses related to classroom units.

The teacher/coordinator works directly with staff and students to identify resources and areas of student interest that relate to ongoing classroom studies. For example, first grade students in the program have worked on a special intensive unit about Thor Heyerdahl and the Kon-Tiki, which extended from their classroom unit about water transportation. Other topics that students have pursued in the program include Greek Mythology, structures, fiction writing, and problem solving using tangrams and pattern blocks.

SOMERSET

ENHANCING SOMERSET'S SPECTRUM PROGRAM

Chace	Wilbur
Pottersville	North Middle
South	South Middle
Village	

Contact: Betty A. Calise
Wood Street, Somerset, MA 02726
(617) 673-1121

Grades served: K-8; 306 talent pool students

Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking, creative arts (dance, theatre, and the visual arts)

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Torrance's Future Problem Solving Model; differentiated curriculum in regular classrooms (grades K-2)

Program Options: Future Problem Solving, Great Books Program, Creative Arts Program

Time: K-2, not specified; grades 3-4, 1-3 hours/week; grades 5-8, 3-4 periods/week

Staff: 3 full-time staff; 4 part-time, locally supported; 3 part-time, grant funded

Collaboration: community resources, university, advisory board

Funding: local, Chapter II Block Grant, School Improvement Council

Program Highlights:

- afterschool program, targeted to the creatively talented student, focuses on dance, theatre and visual arts
- pilot program, grades K-2, of differentiated science units taught during regular science time
- mentorship program at the Middle School that involves training mentors, using a locally developed guidebook

Somerset's K-8 SPECTRUM program has been in existence since 1983. Components of this program include: enrichment seminars, offered by school and community presenters to the entire K-8 population; training in higher-level thinking skills for students in grades 3-8; differentiated units for K-2 regular classrooms; small group and individual studies with a mentor for grades

3-8; and opportunities in grades 2-8 for small group and individual enrichment in language arts, math, art, and social studies.

The grant program enables the district to expand the SPECTRUM program by supporting the Creative Arts component designed to meet the needs of creative students in the performing and visual arts.

SOMERVILLE

PROGRAM STRATEGIES FOR ACADEMICALLY/ARTISTICALLY TALENTED
Powder House Community School
Brown

Contact: Dr. Wayne LaGue
Administrative Annex, Powder House Community School
1060 Broadway, Somerville, MA 02144
(617) 625-6600

Grades served: 4-6; 160 students

Curriculum: arts, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment

Program Options: visiting artist, independent study

Time: 2 hours/week

Staff: 6 part-time

Collaboration: university, school organization

Funding: local

Program Highlights:
- staff inservice that focuses on strategies for integrating higher-order thinking skills into the regular curriculum
- implementation of programs for students gifted in art, music, and/or drama, based on the Renzulli Enrichment Triad Model
- programs for the gifted that are integrated into the culture of the school

The grant program consists of two basic components. The first component is an academic enrichment program that focuses on training staff on how to teach higher-order thinking skills, as well as specific strategies for integrating these skills into the existing curriculum.

The second component is a major effort to enhance learning for students who are artistically talented. Art, music, and drama programs will each run for a cycle of 4-6 weeks. Students will receive instruction during and after-school in one of these art disciplines. Each 4-6 week program will culminate with a performance or exhibit for the entire school.

SOUTHERN MASSACHUSETTS ARTS COLLABORATIVE (SMARTS)

IMPLEMENTING ARTS TALENT ENRICHMENT

Attleboro
Berkley
Dighton
Dighton-Rehobeth Regional High School
Easton
Foxborough
Mansfield
Norton
North Attleboro
Rehobeth
Stoughton
Taunton
Walpole

Contact: Sherye Weisz
Attleboro High School, Attleboro, MA 02703
(617) 222-3463

Grades served: 7-12

Curriculum: arts, critical and creative thinking

Model(s): Talents Unlimited

Time: 3 hours/week for students participating in each 8-week pilot program

Staff: 17 part-time

Collaboration: Great Woods Education Forum (summer 1987 Wheaton Campus), Bridgewater State College (Fine Arts and Education)

Funding: local

Program Highlights:

- implementation of eight pilot arts curriculum units
- presentation to administrators in the SMARTS Collaborative, which includes the documentation, implementation, and evaluation of the eight pilot arts curricula
- inservice training to provide an overview of the model arts curricula for all arts educators in the 13 participating districts

The SMARTS Collaborative program is implementing 4 pilot arts curriculum units. Each of the four pilot units are being offered twice. These units address the dance, drama, music, and visual arts talents of grades 7-12 students from 13 participating districts.

Each pilot unit consists of 14 sessions (1½ hours per session) offered during regular school hours. Visiting master artists are collaborating with resident arts educators to implement the model units. Grades 7-12 students (identified as talented through seminars and auditions with master artists) participate in the appropriate pilot program, acquiring advanced understandings and performance abilities.

Each 14-week curriculum unit is being documented in writing and photographs. The curriculum and documentation will be shared with school administrators and arts educators who may wish to implement the model curricula.

SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT

OPEN MINDS EXPLORING, GROWING, ACHIEVING PROGRAM (OMEGA)

Ashley Falls
Mt. Everett
New Marlboro
Sheffield Center

Contact: Jo-Ann Callaghan
Mt. Everett Regional School, Sheffield, MA 01257
(413) 229-8734
Grades served: 4-8
Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Renzulli's Schoolwide Enrichment
Staff: 1 full-time, 1 part-time
Collaboration: local businesses, cultural institutions, school organizations, community resources
Funding: local, Commonwealth Inservice Institute
Program Highlights:
- pilot program designed to identify artistically gifted students and offer differentiated art experiences
- staff training in methodology/skills for adapting curriculum and teaching critical and creative thinking in the classroom
- surveyed resources for increased community support and participation in the program
- use of the Community Resource Directory to plan frequent enrichment experiences for the school

OMEGA is an enrichment program based on the needs and interests of students. The program provides challenging and stimulating opportunities for grades 4-8 students in the regular classroom and in a resource room setting. This year, an arts enrichment component for artistically gifted students will be piloted.

SOUTH HADLEY

LEARNING OPPORTUNITIES GAINED IN CLASSROOM (LOGIC)
South Hadley Middle

Contact: Gladys Kozera
South Hadley Middle School
100 Mosier Street, South Hadley, MA 01075
(413) 538-5074
Grades served: 6-8; 160 students
Curriculum: reading/language arts, social studies, mathematics, science, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment, ICE, Kids' Kits (models being reviewed)
Program Options: Future Problem Solving, curriculum compacting
Time: 2 hours/week
Staff: stipends to professional staff
Funding: local, Chapter II Block Grant, Horace Mann Teacher Program
Program Highlights:
- Future Problem Solving implemented in all classrooms
- exploration of a variety of program models for possible adoption

South Hadley's philosophy is that enrichment activities should be available to all students, and that students should be given a range and depth of options that allows them to pursue their interests. For this reason, the district is pursuing programs such as the Schoolwide Enrichment Model, the Enrichment Triad, Kids' Kits, and ICE.

The Future Problem Solving Program has been adopted for use in all classrooms, and curriculum compacting and individual project options are currently being set up for a range of courses. The program recognizes the creative abilities and interests of all students; provides new and exciting ideas to consider; and allows the gifted and talented student to pursue her/his interests in challenging ways.

Teachers are the most important part of the change effort. The staff has been involved in the planning of the project and the project teachers offer support to staff who are beginning to get involved in the project. In addition, a teacher resource library has been established.

SOUTHWICK

SPARKLERS II: STUDENT AND TEACHER ENRICHMENT

Powder Mill
Woodland

Contact: Nancy English
Powder Mill Road, Southwick, MA 01077
(413) 569-6598

Grades served: 1-8; 200 students

Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad and Revolving Door, SAGE

Program Options: Young Astronauts, Future Problem Solving, Invention Convention

Time: 1½ hours/week

Staff: 30 part-time

Collaboration: National Demonstration Project-- SAGE, Springfield Science Museum, Westfield State College, Springfield College, Parent/Teacher Committee, senior citizens, mentors

Funding: School Improvement Council

Program Highlights:

- SAGE training of teachers, enabling staff to offer a more enriched program to their students in the classroom
- continuation of the Oral History of Southwick Project where students interview, research, and create a video-production as their final product
- opportunity for students to create and record their original compositions

The SPARKLERS grant program provides an opportunity for more students to participate in an enrichment program. Volunteers, mentors, and professionals offer educational programs that could not be offered in the regular classroom. The parent/teacher committee assists in funding enrichment activities so that all students in grades 1-3 can be included in the mini-workshops.

Project SAGE will offer inservice workshops to staff. This training will focus on strategies for developing a stimulating and challenging curriculum.

SPRINGFIELD

FOSTERING ACADEMIC CREATIVITY/EXPANDING THINKING SKILLS PROGRAM (FACETS)
26 elementary schools
3 junior high schools

Contact:	Linda Tammi O'Neill 195 State Street, Springfield, MA 01104 (413) 787-7140
Grades served:	2-9; 1600, within the classroom; 400 identified students
Curriculum:	reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking
Model(s):	Renzulli's Enrichment Triad and Revolving Door, SAGE
Program Options:	Olympics of the Mind, Future Problem Solving
Time:	2½ hours/week
Staff:	11 full-time staff, includes locally funded staff
Collaboration:	Springfield Public Schools Volunteer Mentor Program, grades K-12
Funding:	Commonwealth Inservice Institute
Program Highlights:	Creative Problem Solving workshop for FACETS staff and regular classroom teachers

Grant funds enable Springfield to commit a team of staff members full-time to a program for talented and gifted students. Many programs were researched before the implementation of a pilot program in one half of the city's elementary and secondary schools. In addition to the many enrichment activities already provided to the students by Springfield teachers, the FACETS staff offer three other programs: Thinking Skills Development, Minicourses, and Independent Study.

Thinking skills development is taught to all students by the FACETS staff. Students learn the thinking processes involved in higher-level thinking skills (analysis, synthesis, and evaluation); Creative Thinking Skills (fluency, flexibility, originality, and elaboration); and Problem-Solving Skills.

Minicourses reinforce these thinking skills within content areas not usually offered in the regular curriculum. Beginning with grade 3, students identified by teacher/counselor/principal recommendation and corroborating test scores work once a week in small groups with a FACETS teacher.

In the Independent Study component, students do indepth research in an area of their choice. A major goal of the program is to enable students to access information on their own. During independent study, students may be linked with community mentors provided through the Mentor Coordinator of the Springfield Public School Volunteer Program. There will be FACETS Fairs displaying students' projects and allowing them to demonstrate their expertise.

FACETS teachers participated in a month-long training program, during the summer, 1987, at the University of Connecticut and in Springfield, with experts in the field of gifted and talented education.

STURBRIDGE (UNION 61)

PROJECT SIPP
Burgess Elementary

Contact: John Snelgrove
Burgess Elementary School
Cedar Street, P.O. Box 27, Sturbridge, MA 01566
(617) 347-7041

Grades served: 1-6; 56 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment Model; Torrance's Future Problem Solving

Time: 3 hours/week

Staff: 1 full-time, 2 part-time

Collaboration: local business and industry, school organization, community resources

Funding: local, School Improvement Council

Program Highlights:
- program expansion to include identified students in grades 1-3
- whole-class enrichment activities and learning centers for first grade students
- opportunity for any second or third grader to come to the resource room for help on a project of special interest
- special projects shared in the regular grades 2-3 classrooms

Project SIPP has two components: one component provides enrichment to identified students at regularly scheduled times, and the other allows students with a special interest to be scheduled into the program to conduct research and complete a project (these projects are called "lightbulb" studies). Identified students meet regularly with one of the two enrichment teachers in the resource room. Students spend approximately two hours a week learning creative and critical thinking skills, advanced research and reference skills, and creative problem solving.

Students who express an interest in pursuing a more indepth investigation of a topic are revolved into an advanced level study and spend more time in the resource room. Both the "lightbulb" studies and the advanced studies require a completed product. These final products are shared with the regular classroom. This final two-way sharing of students' projects enriches all students.

SUDBURY

EXTENDED CREATIVE AND CRITICAL THINKING IN KINDERGARTEN
Josiah Haynes
Peter Noyes

Contact: Mildred A. Chandler
472 Concord Road, Sudbury, MA 01776
(617) 443-9971
Grades served: K-1
Curriculum: critical and creative thinking
Model(s): Renzulli's Enrichment Triad and Revolving Door, ICE
Collaboration: Tufts University Child Development Center, Lucretia Crocker Fellow, Sudbury Early Childhood Council
Funding: local, Commonwealth Inservice Institute, Chapter II Block Grant, Early Childhood Chapter 188 Grant
Program Highlights: identification of the characteristics of a cognitive developmental kindergarten and first grade, through observation, peer analysis, and video analysis

Sudbury's CATALYST program is a 4th-7th grade resource room program and an 8th grade minicourse program on Public Speaking and Debating. The program is in its seventh year and based on Renzulli's models. Children with above average ability, creativity, and task commitment pursue their individual interests and share ideas with their peers. Differentiated curriculum activities are designed to meet these students' needs and develop their potential.

Four full-time teachers staff the resource room. Fifteen to twenty-five percent of the population at each grade level are involved in weekly activities to develop cognitive skills in logic and critical thinking, learn advanced reference/research skills, discuss philosophy, and practice creative problem solving. This staff also presents similar activities in every 3rd-7th grade classroom twice a month, providing interaction with potential entrants to the talent pool. In addition, students may work in the resource room for an extended time in order to pursue an independent study.

SUNDERLAND (UNION 38)

PROJECT DISCOVERY
Sunderland Elementary

Contact: Helen Kittredge
48 Elm Street, South Deerfield, MA 01373
(413) 665-3098
Grades served: 1-6; approximately 6-10 students (pilot program)
Curriculum: problem solving, critical and creative thinking, curriculum based on themes
Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment
Staff: 2 part-time
Collaboration: community resource file, Parent/Teacher Organization, communication with the School Committee
Funding: local, Commonwealth Inservice Institute

Program Highlights:
- design and implement model lessons for enriching regular classroom activities, grades 1-6
- community outreach program for building parent and community involvement and support
- pilot program to serve approximately 5% of the school population in the independent study program

Grant monies are supporting the design and implementation of a pilot program for the gifted in grades 1-6. The program includes model teaching units within selected classrooms and extends communication and collaboration with community businesses and industries.

In addition, approximately 5% of the school's population are to be identified and selected for a pull-out program that offers an expanded curriculum and visits to educational sites. The district will evaluate the strengths and weaknesses of all aspects of the grant program.

SUTTON

SUTTON'S ENHANCED EDUCATIONAL DIMENSION (SEED)
Sutton Elementary

Contact: Beverly Brown
Sutton Elementary, Boston Road, Sutton, MA 01527
(617) 865-6801

Grades served: 1-3; approximately 25-30 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Talents Unlimited

Program Options: Great Books Program

Time: 1½-2 hours/week

Staff: 1 part-time

Collaboration: National Demonstration Project--Talents Unlimited, Worcester Art Museum, Parents' Group

Funding: local, Chapter II Block Grant, School Improvement Council

Highlights: gifted and talented students producing multimedia materials and authoring their own books, which will become part of the curriculum units (KIDS' KITS) that are taught in regular classrooms

Project SEED serves 25-30 first, second, and third grade children. The objectives of the program are to develop higher-order and critical thinking skills by providing a differentiated curriculum to a group of students who form a talent pool. The curriculum is extended by providing study units based on student interests. There are four phases of student involvement: exploration, indepth study, application, and sharing of information. Students are guided through the process of creative problem solving in order to become better decision makers.

Multimedia curriculum units are available in the media center. A resource teacher guides students in their exploration of the curriculum units. Students are taught to think critically and creatively as they solve problems and engage in instructional activities. Through product displays, presenta-

tions, and informal discussions, students are encouraged to share their learning with families, classmates, teachers, and students from other classes.

TRITON REGIONAL

PATHFINDER ENRICHMENT PROGRAM (PEP)

Triton Regional

Contact: John Lovering
Triton Regional School, Elm Street, Byfield, MA 01922
(617) 462-8171

Grades served: 7-8; 400 students, general enrichment and thinking skills development; 100 students identified for more specialized services

Curriculum: reading/language arts, social studies, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; DeBono's CORT Thinking Skills Program

Program Options: Olympics of the Mind, Knowledge Master Open

Staff: 1 full-time

Collaboration: Artist/Educator Interchange, University of Connecticut, community volunteers and mentors

Funding: local, School Improvement Council, Horace Mann Teacher Program

Program Highlights:

- CORT Thinking Program taught by the resource teacher to all talent pool students, as well as to any other interested students
- continued participation in the Odyssey of the Mind Program
- utilization of community resources, business leaders, and professionals as mentors and presenters of enrichment activities

PEP provides enrichment activities to 400 students. Activities such as speakers, films, artists, and displays are provided in an effort to "turn on" students to the real world. It is hoped that by providing relevant enrichment activities students will seek to learn and develop skills they need to carry out independent or small group investigations of real problems to be presented to a real audience.

Twenty-five percent of the students have been identified as having the "potential" to complete an independent investigation, but any student who shows sincere interest and proficiency in classroom performance is eligible to participate in the program. The classroom curriculum is modified to provide time for students to participate in learning activities that develop thinking skills, learning-how-to-learn skills, and independent investigations. Resource teachers visit the classrooms to conduct specific training in areas of critical and creative thinking, and problem solving. The resource room is used for students conducting an independent study and for curriculum materials.

UXBRIDGE

PROJECT ACORN
V.A. Blanchard
E.D. Taft
Whitin School

Contact: Erin Lavigne
Blanchard School
East Hartford Avenue, North Uxbridge, MA 01538
(617) 278-2103

Grades served: K-6; approximately 50 identified students; 800 within the classroom

Curriculum: reading/language arts, social studies, mathematics, science, arts, critical and creative thinking integrated into the content areas

Model(s): Renzulli's Enrichment Triad

Time: ½ hour/week within the classroom, 1+ hour/week outside the classroom

Staff: 1 full-time, 1 part-time locally funded; 1 part-time, grant funded

Collaboration: community resources, school organizations

Project ACORN began in 1986 at the kindergarten and first grade levels. The program has expanded to meet the needs of the entire K-6 elementary school population. Resource teachers provide thinking skills lessons in every classroom on a weekly basis. These lessons integrate important critical and creative thinking skills with content areas outlined in each grade level's curriculum. Learning centers extend lessons that are taught in the classroom.

Project ACORN also identifies academically and creatively gifted students who will receive additional enrichment in a resource room setting. Activities are keyed to students' interests and may include exploring new topics, receiving process-skill training, and working on individual or group projects.

WALPOLE

PROGRAM FOR ACADEMIC AND CREATIVE ENRICHMENT (PACE)
Fisher Elementary
Old Post Road
Bird Middle
Johnson Middle

Contact: Deborah Reed
School Department
Town Hall, School Street, Walpole, MA 02081
(617) 668-5400

Grades served: 2-8; 122 students

Curriculum: reading/language arts, social studies, computer science, foreign language, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment, Torrance's Future Problem Solving

Program Options: Future Problem Solving, Great Books Program, Philosophy for Children, Johns Hopkins Talent Search

Time: approximately 3 hours/week

Staff: 1 full-time, 1 part-time

Funding: School Improvement Council, Horace Mann Teacher Program

Program Highlights:
- monthly newsletter distributed to teachers and parents, describing current activities in the PACE program, new materials, and suggested activities for classroom teachers
- central lending library, where literature and materials relating to the PACE program is made available for circulation
- community volunteer program that locates people who are willing to share their professional expertise, talents, and experiences with Walpole's students

The Walpole Public School System is committed to an educational program that recognizes the unique value, needs, and talents of the individual student. The PACE program is an integral part of that commitment. PACE provides differentiated learning experiences through the implementation of a four-part curriculum: thinking skills, Junior Great Books, mini-units, and independent study.

Students have the opportunity to utilize critical and creative thinking skills and investigate interdisciplinary areas of study ranging from inventions to mythology. These mini-units can be extended into independent studies based on students' interests. Students in grades 2-8 meet with a PACE teacher one period a day; optional school time may be arranged for special projects.

WEST SPRINGFIELD

RESOURCE/MENTOR PROGRAM

Cowing	Memorial
Fausey	Tatham
Mittineague	W.S. Junior High

Contact: Barbara Daubitz
Cowing School
160 Park Street, West Springfield, MA 01089
(413) 781-7550, ext. 3312

Grades served: 4-8; approximately 100 students

Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad

Program Options: mini-courses

Time: 3 hours/week

Staff: 2 full-time, 1 part-time

Collaboration: business, industry, school organizations, community resources, parent support group--Association of Parents for Progressive Learning Experiences (APPLE)

Funding: local, Commonwealth Inservice Institute

Program Highlights:
- "Introduction to Archaeology" course--five after-school classes and three Saturday digs
- study of chronobiology with a consultant from the Talcott Mountain Science Center
- Wilderness Experiences Unlimited Program, grades 4-6: problem solving activities to enhance students' self-esteem

The Differentiated Experiences In Learning Via Enrichment Program (DELVE) for academically talented students in grades 4-6 emphasizes skills of inquiry, problem solving, and creativity. Two itinerant teachers meet with students for 3½ hours each week. Multidisciplinary topics and themes are presented to the students. Students participate in independent studies on self-selected areas of interest.

The Resource/Mentor component was added to expand opportunities for students with specific abilities, talents, or interests in grades 4-8. Community people willing to share their expertise with small groups or individual students are contacted by the program facilitator when requests are received from classroom teachers or administrators. Arrangements for the mentor project are then coordinated by the program teachers and the facilitator.

WESTFIELD

ELEMENTARY ENRICHMENT

Franklin Avenue	Moseley
Abner Gibbs	Prospect Hill
Juniper Park	Highland
Southampton Road	

Contact: George O'Brien
22 Ashley Street, Westfield, MA 01085
(413) 568-9592

Grades served: K-4

Collaboration: local colleges

Funding: local, Commonwealth Inservice Institute, Chapter II Block Grant

Program Highlights:
- inservice training for regular classroom teachers
- establishment of a parent/community mentorship program
- monitoring of programs by a gifted and talented advisory council made up of staff, parents, and community representatives

The Gifted and Talented grant program supports and expands the efforts of the existing program at the elementary level. Efforts are directed toward developing students' critical and creative thinking skills and improving their academic achievement.

A major component of the program is inservice training for regular classroom teachers. A series of 10 full-day inservice training workshops are being provided by consultants, along with additional follow-up sessions for staff. A Gifted and Talented Advisory Council is being established to monitor the elementary program. A parent/community mentorship program is also being developed.

WESTPORT

SPECTRUM: IMPLEMENTATION YEAR 2
Westport Elementary — Macomber School
Westport Middle

Contact: Mary Roberts
400 Old County Road
Westport Middle School, Westport, MA 02790
(617) 636-4071

Grades served: K-12; 50 identified students, pull-out

Curriculum: arts, critical and creative thinking, problem solving, research skills

Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment

Program Options: Olympics of the Mind

Time: 1½ hours/week, grades 7-8

Staff: 3 part-time

Collaboration: community resources, Southeastern Massachusetts University

Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program

Program Highlights:
- student interest seminars conducted by Westport staff and/or members of the business and college communities
- opportunity for students to pursue independent in-depth investigations
- specialized training sessions for staff, designed to better meet the needs of Westport's gifted population

The Spectrum program serves students in several ways: general enrichment experiences for all K-8 students and, for a core group of identified students, group training activities in critical and creative thinking and research skills, independent study projects, and a guidance program.

Grant monies also support staff development systemwide in an effort to enrich all students and better serve the district's gifted and talented population.

WESTWOOD

STAFF INVOLVEMENT THINKING SKILLS GIFTED/TALENTED
Paul Hanlon — Sheehan
Martha Jones — Downey

Contact: Judith G. Daley
660 High Street, Westwood, MA 02090
(617) 326-7500, ext. 347

Grades served: 1-6; 150 students

Curriculum: reading/language arts, social studies, science, problem solving, critical and creative thinking

Funding: local

Program Highlights:
- inservice program for all elementary staff
- monthly discussion groups beginning in January, 1988
- challenging curriculum units developed by staff

Elementary staff participated in a full-day workshop to learn methods of infusing thinking skills into all content areas. Stipends are provided for the leaders of monthly after-school discussion groups. After consultants introduce the concept of creating curriculum units that stimulate and challenge children's thinking (Challenge Boxes), Challenge Boxes will be developed by classroom teachers. The Parent Advisory Council and teachers are engaged in further planning for the elementary program.

WEYMOUTH

ARCHITECTURAL PERSPECTIVES

Academy Avenue	Johnson
Hunt	Talbot
Seach	South Junior High
Wessagusset	Pingree
East Junior High	Nash
Fulton	Union Street

Contact: Jane C. Cuoco, John J. Dowling
245 Pond Street
Fulton School, South Weymouth, MA 02190
(617) 337-1061

Grades served: 5-8; 125 students, grades 5-6; 120 students, grades 7-8

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): curriculum based on themes

Time: 3½ hours/week, elementary

Staff: 2 full-time, 8 part-time

Collaboration: Boston Architectural Center

Funding: local

Program Highlights: computer-assisted design workshop introducing students to the technology and software created for professional architects

Weymouth's elementary gifted and talented program is an enrichment program for selected fifth and sixth grade students. Units of instruction are selected and developed each year by students and teachers. Students engage in individual and small group activities around common themes. Areas that have been explored in the past include: stock market, computer, architecture, real estate, writing "Choose Your Own Adventure" books, humor, mystery, and castle designs. In addition, each child chooses an area of independent research to investigate during the year.

This program is an in-house model. Students from each of Weymouth's ten elementary schools meet with a gifted and talented teacher one day per week for three and one-half hours per day.

This year's grant supports a collaboration with the Boston Architectural Center around a specific theme--architectural perspectives. Program participants are participating in special workshops: computer-assisted design, architectural rendering/sketching (grades 5-6 only), model building, and a walking tour of the Back Bay.

WHATELY

WHATELY-PROJECT DISCOVERY
Whately Center
Whately East

Contact: Patricia A. Bell
322 West Street, North Hatfield, MA 01066
(413) 247-9041
Grades served: 1-6; approximately 6-10 students (pilot program)
Curriculum: problem solving, critical and creative thinking, thematic curriculum approach
Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment
Staff: 2 part-time
Collaboration: community resources, parent/teacher organization
Funding: local, Commonwealth Inservice Institute
Program Highlights:
- model units for enriching the regular grades 1-6 classroom curriculum
- strong community and parental involvement and support for the program
- staff inservice to help identify and select students for independent study program

The grant program supports activities to design and model a pilot program for gifted and talented students in grades 1-6. The project coordinator is to teach model lessons in selected classrooms. There is continued collaboration with community businesses and cultural institutions in the area. Approximately 5% of the students are to be selected for participation in an independent study program beginning in the Spring, 1988.

WILBRAHAM

ENRICHMENT PROGRAM FOR SOULE ROAD SCHOOL
Soule Road

Contact: Jane Leone
3 McLean Parkway, Ludlow, MA 01056
(413) 583-8416
Grades served: 3-5
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Talents' Unlimited; SAGE; ICE; Torrance's Future Problem Solving (reviewing these models at planning stage)
Funding: local, School Improvement Council, Horace Mann Teacher Program
Program Highlights:
- inservice workshops on curriculum compacting and enrichment in the regular classroom
- pilot program to begin in January, 1988

Wilbraham has planned to pilot an enrichment program for grades 3-5 in January, 1988. Teachers are to be trained in creative problem-solving techniques, as well as in how to compact the existing curriculum. General

enrichment experiences for students include: Air and Space Week, We the People, Authors' Days, and Books and Beyond.

An inservice workshop, "Enrichment in the Regular Classroom," was presented in the Fall, 1987. Eighty teachers, aides, administrators, school committee members, and parents attended this workshop. Other educational workshops available for teachers include Talents Unlimited, Kids' Kits, and the use of mentors. A Horace Mann grant supports the planning of the mentorship component. Planning is in progress to decide on an enrichment model for grades 3-5, to introduce this model to the staff, and to continue inservice training to support the successful implementation of the model.

WINTHROP

PROJECT CHALLENGE
Winthrop Middle

Contact: Bernadette Carsley
Winthrop Middle School, Winthrop, MA 02152
(617) 846-5507

Grades served: 7-8; approximately 50-70 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Program Options: Future Problem Solving

Time: 6 hours/week, Merit Component; 1 hour/week, Discovery Component

Staff: 1 part-time

Collaboration: Advisory Committee, mentor program, inservice committee

Funding: local, Horace Mann Teacher Program

Program Highlights:
- Advisory Committee (3 faculty members, 1 administrator, 1 parent, and 1 member of the business community) to research literature and trends in gifted and talented education.
- mentors from the faculty and the community to design minicourses and projects that are appealing and challenging to gifted students.
- special training for mentors to be offered to ensure that critical and creative thinking skills are infused throughout the project's activities.
- students to be selected to participate in the program's activities from a talent pool.

The goals of Project Challenge are to: identify those children in grades seven and eight at the Winthrop Middle School who have outstanding abilities and who consistently demonstrate high performance; provide them with a challenging curriculum that will develop critical and creative thinking skills; and give these students an opportunity to display their talents in a creative and productive manner.

To best meet these goals, Project Challenge is divided into two components--the Merit program and the Discovery program. The Merit program provides horizontal enrichment to students with high general intellectual aptitude.

The Discovery program employs the use of mentors to address small groups

with specific aptitudes. In this way, Project Challenge is able to serve a greater number of children than a regular pull-out program would be able to accommodate; it pays tribute to the fact that students need not be talented in all areas, but may be gifted in one.

WORCESTER

PEAK GROWTH
41 elementary schools
4 middle schools
4 high schools

Contact: Gerald Daley
20 Irving Street, Worcester, MA 01609
(617) 799-3516

Grades served: K-9; 1300 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Talents Unlimited

Time: varies by grade

Staff: 10 full-time; 34 part-time, grant and locally supported staff

Collaboration: New England Science Center, Worcester Center for Crafts, Worcester Art Museum

Funding: local

Program Highlights:
- ten PEAK students and ten gifted and talented bilingual students working together with two staff members and professional craft instructors at the Worcester Center for Crafts
- field trips to educational sites that provide grade 3 gifted and talented and bilingual gifted and talented students an opportunity to meet and share an experience with similar students from other schools
- evaluation of the program features self-evaluation by staff to enhance communication and improve program quality

Providing Enrichment for Able Kids (PEAK) offers a variety of options to academically and artistically talented students. Students, grades K-3, are served by an in-school bi-weekly pull-out program. The primary program is based on the Talents Unlimited model.

Students, grades 4-6, participate in 16-week modules of instruction at a variety of educational sites and cultural institutions. These enrichment units cover a broad range of topics, encourage students to explore a variety of interesting resources, and connect students with practicing professionals.

Spotlight-Worcester, for students in grades 7-9, is an after-school and weekend enrichment program. Spotlight-Worcester features minicourses (10 sessions each), guest speakers, and peer discussion groups.

Bilingual Spanish students in grades K-6 are also involved in enrichment programs within the classroom and outside of the classroom.

FY87 GIFTED AND TALENTED DISCRETIONARY GRANT PROGRAM:
FUNDED SCHOOL DISTRICTS (January 1, 1987-June 30, 1987)

LOCAL PUBLIC SCHOOL DISTRICTS	
Agawam Public Schools	COMPUTER CURRICULUM FOR GIFTED STUDENTS
Arlington Public Schools	EXPANSION OF ADVANCED WRITING PROGRAM
Auburn Public Schools	INDEPENDENT STUDY PROGRAM
Bellingham Public Schools	CREATIVE & CRITICAL THINKING SKILLS STAFF DEVELPMT
Beverly Public Schools	PLANNING A MIDDLE SCHOOL ENRICHMENT CENTER
Boston Public Schools	PRIMARY ENRICHMENT PROGRAM (PEP)
Bourne Public Schools	GIFTED & TALENTED PLANNING PROGRAM, PHASE I
Bridgewater Public Schools	CHALLENGING THINKING POTENTIAL, EXPANDING TO GR.3
Cambridge Public Schools	THE CAMBRIDGE PLAN FOR GIFTED & TALENTED STUDENTS
Chelsea Public Schools	PROJECT WRITE
Chicopee Public Schools	ENRICHMENT PROGRAM FOR GIFTED ELEMENTARY STUDENTS
Danvers Public Schools	IDENTIFYING PROGRAM MODEL FOR GIFTED STUDENTS
Dedham Public Schools	EXPANSION & MODIFICATION OF G/T PROGRAM
Duxbury Public Schools	NEEDS ASSESSMENT: DUXBURY GIFTED & TALENTED
Easton Public Schools	CHILDREN'S LITERATURE THROUGH BOOK PUBLISHING
Florida Public Schools	ENRICHMENT FOR GIFTED AND TALENTED
Framingham Public Schools	GIFTED & TALENTED PROGRAM PILOT FOR MIDDLE SCHOOLS
Franklin Public Schools	MENTORSHIP PROJECT
Grafton Public Schools	HIGH ACHIEVING PROGRAM FOR YOUTH (HAPY)
Hanover Public Schools	CRITICAL/CREATIVE THINKING THROUGH THE ARTS
Hatfield Public Schools	PLANNING AND RESEARCH PROJECT: GIFTED & TALENTED
Holyoke Public Schools	PLANNING FOR GIFTED & TALENTED STUDENTS
Hudson Public Schools	PROJECT VISION
Ipswich Public Schools	GIFTED EDUCATION FOR STUDENTS WITH SPECIAL NEEDS
Lawrence Public Schools	PROGRAM FOR GIFTED & TALENTED
Lee Public Schools	HORIZONS
Leverett Public Schools	PLANNING FOR ENRICHMENT
Lynn Public Schools	EXPANDING PROJECT SUMMIT
Marshfield Public Schools	TRIAD IN THE ARTS PROGRAM
Methuen Public Schools	IMPLEMENTATION OF GIFTED & TALENTED PROGRAM
Milton Public Schools	PRIMARY GRADES: HIGHER-LEVEL THINKING SKILLS
Needham Public Schools	EXPANDING G/T SERVICES WITHIN THE CLASSROOM
Newbury Public Schools	IMPLEMENTATION OF A GIFTED & TALENTED PROGRAM
North Adams Public Schools	EXPANSION OF ACADEMICALLY TALENTED PROGRAM
Northbridge Public Schools	THE NORTHBRIDGE THINKING SKILLS PROGRAM
Peabody Public Schools	EXPANDED ACADEMICALLY TALENTED PROGRAM
Pittsfield Public Schools	GRADE 6 GIFTED PROGRAM EXPANSION
Randolph Public Schools	PROJECT BURST
Rehoboth Public Schools	COMMUNICATION & MATHEMATICS EXPANSION (CAME)
Rowley Public Schools	IMPLEMENTING AN ENRICHMENT PROGRAM
Rutland Public Schools	NAQUAG SUMMIT
Salem Public Schools	PLANNING FOR G/T ELEMENTARY STUDENTS
Sandwich Public Schools	PROJECT STAG (SANDWICH TALENTED & GIFTED)
Shutesbury Public Schools	A PROCESS OF ENRICHMENT

Local Public School Districts (continued)	
Somerset Public Schools	PLANNING FOR SPECTRUM PROGRAM IMPROVEMENT
Somerville Public Schools	PLANNING FOR THE GIFTED AND TALENTED
South Hadley Public Schools	LEARNING OPPORTUNITIES GAINED IN CLASSROOMS
Southwick Public Schools	SPARKLERS: MINICOURSES TO SPARK CREATIVITY
Sturbridge Public Schools	INDIVIDUAL POTENTIAL PROGRAM EXPANSION
Sudbury Public Schools	CREATIVE & CRITICAL THINKING IN KINDERGARTEN
Sutton Public Schools	DEVELOPING A GIFTED & TALENTED PROGRAM
Swansea Public Schools	PROJECT WONDER
Uxbridge Public Schools	PROJECT ACORN
Walpole Public Schools	ASSESSMENT & PLANNING FOR A G/T PROGRAM
Westfield Public Schools	EDUCATIONAL PARTNERSHIP: HIGH SCHOOL & COLLEGE
Westfield Public Schools	PLANNING FOR A GIFTED/TALENTED PROGRAM
Westport Public Schools	SPECTRUM: IMPLEMENTATION, YEAR ONE
West Springfield Public Schools	EXPANSION VIA COMMUNITY RESOURCE/MENTOR APPROACH
Westwood Public Schools	FACILITATING THINKING SKILLS FOR G/T
Weymouth Public Schools	ARCHITECTURE & THE ALLIED DESIGN FIELDS
Wilbraham Public Schools	PLANNING FOR GIFTED & TALENTED PROGRAMMING
Winthrop Public Schools	GIFTED & TALENTED: MIDDLE SCHOOL DEVELOPMENT
Worcester Public Schools	PEAK GROWTH

APPROVED COLLABORATIVES	
Hampshire Educational Collaborative	CURRICULUM-COMPACTING FOR GIFTED STUDENTS
North River Collaborative	MENTOR CONNECTION

ACADEMIC REGIONAL SCHOOL DISTRICTS	
Adams-Cheshire Regional S.D.	JUNIOR HIGH PROGRAM FOR THE ACADEMICALLY TALENTED
Ashfield-Plainfield Regional S.D.	COLLABORATIVE GIFTED AND TALENTED PLANNING GRANT
Central Berkshire Regional S.D.	MATHEMATICS/COMPUTER & MENTOR ENRICHMENT PROGRAMS
Gateway Regional S.D.	GATEWAY TAG EXPANSION
Groton-Dunstable Regional S.D.	CURRICULUM PLANNING FOR GIFTED & TALENTED
Gill-Montague Regional S.D.	MAINSTREAMED OPPORTUNITIES IN GIFTED LEARNING
Narragansett Regional S.D.	PROJECT TALENT
Pentucket Regional S.D.	PLANNING FOR K-9 GIFTED PROGRAM
Pioneer Valley Regional S.D.	CREATIVE ENRICHMENT PROJECT
Silver Lake Regional S.D.	EXTENDED LEARNING PROGRAM
Southern Berkshire Regional S.D.	EXPANSION OF GIFTED & TALENTED PROGRAM
Spencer E. Brookfield Regional S.D.	REACHING OUT IN SPENCER-EAST BROOKFIELD
Triton Regional S.D.	TRIAD ENRICHMENT: PLANNING FOR IMPLEMENTATION

VOC-TECH REGIONAL SCHOOL DISTRICTS	
Shawsheen Valley Regional Voc-Tech	LEADERSHIP SKILLS PROJECT

SPECIAL COLLABORATIVES*	
Sharon-Canton G/T Collaborative	8-7-6 CONTACT
Frontier Regional G/T Collaborative	PROJECT DISCOVERY
Mendon-Upton/Blackstone-Millville G/T	COORDINATED RESOURCES FOR SMALL COMMUNITIES
SMARTS G/T Collaborative	ARTSREACH: DISCOVER AND ENRICH TALENT

* Collaboratives specially formed for the purposes of the Gifted and Talented Discretionary Grant Program

REPORTED PROGRAMS AND SERVICES FOR GIFTED AND TALENTED STUDENTS

Chapter 188, known as the School Improvement Act of 1985, required the Department of Education to collect data from school districts about programs and services in many areas. As one small part of this effort, school districts were asked to report on programs and services for gifted and talented students.

The data collection instrument for gifted and talented was necessarily brief. The Department of Education was able to collect summary information in 1987 about written policies, characteristics identified, and academic areas in which programs were offered. The one thousand two hundred and thirty-five (1,235) schools which responded did not have the opportunity to describe their offerings in detail.

The reported information is summarized below.

1. Seven hundred and eighty-six (786) schools reported a **written policy for identification** of gifted and talented students.

2. The number of schools that cited the following **characteristics in the identification** of gifted and talented students are as follows.

Characteristics	Number of Schools*
General intellectual ability	806
Specific academic aptitude	763
Creative/productive thinking	669
Leadership	452
Visual/performing arts	291

3. The number of schools that reported gifted and talented programs or services in the following **academic areas** are as follows.

Academic Area	Number of Schools*
Language arts	762
Reading	590
Mathematics	726
Science	682
Foreign Language	292
Social Studies	612
Other**	553

* Based on 1,235 schools reporting (total number of schools in the Commonwealth: 1,795)

** Includes computer science, interdisciplinary curriculum, art, music, critical and creative thinking, and problem solving.

4. The **specific type of program or services** is summarized by grade level below.

Gifted and Talented Programs and Services
(Number of schools reporting at each grade level)*

	N/K	1	2	3	4	5	6	7	8	9	10	11	12
Acceleration	44	70	74	98	128	134	123	93	116	90	93	104	110
Enrichment	170	264	287	389	521	495	360	152	153	89	91	96	98
Regular classroom	162	221	232	267	280	241	193	90	99	72	75	82	87
Self-contained	32	43	48	63	70	75	57	24	25	23	24	24	25
Pullout	48	119	137	267	435	428	289	66	62	9	11	13	17
After school	16	29	35	57	86	89	79	55	57	26	35	36	32
Resource room	21	41	48	90	123	107	77	23	22	7	8	8	7
Itinerant teacher	46	91	104	185	227	207	131	32	26	3	2	3	5
Mentorship	12	21	20	49	91	90	77	39	39	12	15	23	26
Independent teacher	17	31	36	72	139	149	115	37	37	14	13	16	21
Chapter 636-TAG	9	23	24	31	39	32	24	6	6	2	4	4	4
Other	5	15	14	26	32	31	21	12	12	17	21	23	21

The names of the schools in each district which reported programs or services for gifted and talented students are listed on pages 69-77 in this publication. The schools themselves can best provide additional information about these offerings.

Please note: The Department of Education was unable to seek clarification from schools which did not report. In some instances these programs were in the planning stages; in others, school staff expected that their program would be included in a districtwide report. There may, therefore, be programs for gifted and talented students at schools which are not reported here.

* Based on 1,235 schools reporting (total number of schools in the Commonwealth: 1,795)

ABINGTON PUBLIC SCHOOL
CENTER
NORTH
WOODSDALE
FROLIO JR HS
ABINGTON HIGH

ACTON PUBLIC SCHOOLS
MCCARTHY-TOWNE
DOUGLAS
GATES
LUTHER CONANT

AGAWAM PUBLIC SCHOOLS
CLIFFORD M GRANGER
BENJAMIN J PHELPS
ROBINSON PARK
JAMES CLARK SCHOOL
AGAWAM MIDDLE SCHOOL
AGAWAM HIGH

AMESBURY PUBLIC SCHOOLS
HORACE MANN
AMESBURY ELEMENTARY
CHARLES C CASHMAN EL
AMESBURY MIDDLE

AMHERST PUBLIC SCHOOLS
CROCKER FARM ELEMENTARY
FORT RIVER ELEMENTARY
MARKS MEADOW LABORATORY
WILDWOOD ELEMENTARY

ANDOVER PUBLIC SCHOOLS
BANCROFT ELEMENTARY
HENRY C SANBORN ELEM
SOUTH ELEMENTARY
WEST ELEMENTARY
DOHERTY JUNIOR HIGH
ANDOVER WEST JUNIOR HIGH

ARLINGTON PUBLIC SCHOOLS
JOHN A BISHOP
BRACKETT
CYRUS E DALLIN
HARDY
PEIRCE
THOMPSON
M NORCROSS STRATTON
OTTOSON JR HIGH
ARLINGTON HIGH

ASHLAND PUBLIC SCHOOLS
HENRY E WARREN ELEM
DAVID MINDESS MIDDLE
ASHLAND HIGH

ATTLEBORO PUBLIC SCHOOLS
STUDLEY SCHOOL
JOSEPH FINBERG
WILLETT
HYMAN FINE ELEM
HILL ROBERTS ELEM
ROBERT J COELHO MIDDLE
PETER THACHER MIDDLE
CYRIL K BRENNAN MIDDLE
ATTLEBORO HIGH

AUBURN PUBLIC SCHOOLS
JULIA BANCROFT
PAKACHOAG
MARY D STONE
AUBURN JUNIOR HIGH

AYER PUBLIC SCHOOLS
PAGE
AYER JR HIGH
AYER SR HIGH SCHOOL

BARNSTABLE PUBLIC SCHOOLS
WEST BARNSTABLE ELEM
CENTERVILLE ELEMENTARY
COTUIT ELEMENTARY
HYANNIS ELEMENTARY
HYANNIS WEST ELEMENTARY
OSTERVILLE BAY ELEMENTARY
MIDDLE SCHOOL GRADE 6
BARNSTABLE MIDDLE SCHOOL

BEDFORD PUBLIC SCHOOLS
LT ELEAZAR DAVIS
LT JOB LANE SCHOOL
JOHN GLENN MIDDLE
BEDFORD HIGH

BELCHERTOWN PUBLIC SCHOOLS
CHESTNUT HILL COMMUNITY
BELCHERTOWN SR HIGH

BELLINGHAM PUBLIC SCHOOLS
CLARA MACY ELEMENTARY
SOUTH DISTRICT
STALLBROOK
BELLINGHAM MEMORIAL JR-SR

BELMONT PUBLIC SCHOOLS
WINN BROOK
MARY LEE BURBANK
DANIEL BUTLER
ROGER B WELLINGTON
WINTHROP L CHENERY MIDDLE
BELMONT HIGH

BERKLEY PUBLIC SCHOOLS
EDWARD G CANUEL PRIMARY
BERKLEY MIDDLE SCHL

BERLIN PUBLIC SCHOOLS
BERLIN MEMORIAL

BERNARDSTON PUBLIC SCHOOLS
BERNARDSTON ELEM

BEVERLY PUBLIC SCHOOLS
CENTERVILLE
COVE
ABRAHAM EDWARDS
HANNAH ELEMENTARY
MCKAY
NORTH BEVERLY ELEMENTARY
AYERS/RYAL SIDE SCHOOL
THOMAS BEADLE JR SCHOOL
BRISCOE MIDDLE

BILLERICA PUBLIC SCHOOLS
THOMAS DITSON
FREDERICK J DUTILE
JOHN F KENNEDY
PARKER
HAJJAR ELEMENTARY
EUGENE C VINING
MARSHALL MIDDLE SCHOOL
LOCKE MIDDLE
BILLERICA MEM HIGH SCH

BOLTON PUBLIC SCHOOLS
EMERSON

BOSTON PUBLIC SCHOOLS
BOSTON
JACKSON MANN
BEETHOVEN
CHARLES E MACKEY
CHARLES SUMNER
CHARLES H TAYLOR
CURTIS GUILD
DAVID A ELLIS
DEARBORN
DENNIS C HALEY
ELIHU GREENWOOD
EMILY A FIFIELD
FARRAGUT
FRANK V THOMPSON MIDDLE
GEORGE H CONLEY
HARRIET A BALDWIN
HENRY GREW
JAMES A GARFIELD ELEM
JAMES W HENNIGAN
JAMES J CHITTICK
JOHN D PHILBRICK
JOHN MARSHALL
JOHN W MCCORMACK
JOSEPH LEE
JOYCE KILMER
HARVARD-KENT
MANASSAH E BRADLEY
MOZART
RICHARD J MURPHY
PAUL A DEVER
PAULINE AGASSIZ SHAW
PHINEAS BATES
QUINCY E DICKERMAN
SARAH GREENWOOD
THEODORE ROOSEVELT MIDDLE
THOMAS J KENNY
WILLIAM ELLERY CHANNING
WILLIAM MONROE TROTTER
JOSEPH H BARNES MIDDLE
MARY E CURLEY MIDDLE
THOMAS A EDISON JR HIGH
OLIVER WENDELL HOLMES JR
WASHINGTON IRVING MIDDLE
JAMES P TIMILTY MIDDLE
BRIGHTON HIGH
JEREMIAH E BURKE HIGH
BOSTON LATIN ACADEMY
JAMAICA PLAIN HIGH
BOSTON LATIN

BOURNE PUBLIC SCHOOLS
OTIS MEMORIAL ELEMENTARY
ELLA F HOXIE SCHOOL
EDWARD C STONE MIDDLE
KEMPTON J COADY MIDDLE
COL JAMES P LYLE MIDDLE
BOURNE HIGH

BOXFORD PUBLIC SCHOOLS
HARRY LEE COLE
SPOFFORD POND

BOYLSTON PUBLIC SCHOOLS
BOYLSTON ELEMENTARY

** Districts reporting systemwide programs

BRAINTREE PUBLIC SCHOOLS
HIGHLANDS
LAKESIDE
LIBERTY
ARCHIE T MORRISON
DONALD ROSS
EAST MIDDLE SCHOOL
SOUTH MIDDLE SCHOOL

BREWSTER PUBLIC SCHOOLS
BREWSTER ELEMENTARY

BRIDGEWATER PUBLIC SCHOOLS
BURNELL LABORATORY SCHOOL
WILLIAM H MCELWAIN
WILLIAMS ELEMENTARY
WILLIAMS JUNIOR HIGH
DR A F HUNT

BRIMFIELD PUBLIC SCHOOLS
BRIMFIELD ELEMENTARY

BROCKTON PUBLIC SCHOOLS
BROCKTON
DR W ARNONE COMM SCH
ASHFIELD
BROOKFIELD
JOHN F KENNEDY
EDGAR B DAVIS
FRANKLIN
GILMORE
HANCOCK
HUNTINGTON
OSCAR F RAYMOND
GEORGE S PAINE
WHITMAN
WINTHROP
DOWNEY
WEST JUNIOR HIGH
SUPPLEMENTARY SERV CTR
PROJECT CLIMB
BROCKTON HIGH
ITHAKA ALTERNATIVE HS

BROOKLINE PUBLIC SCHOOLS
EDITH C BAKER
EDWARD DEVOTION
MICHAEL DRISCOLL
LAWRENCE
WILLIAM H LINCOLN
PIERCE
JOHN D RUNKLE
BROOKLINE HIGH

BURLINGTON PUBLIC SCHOOLS
FOX HILL
MEMORIAL
PINE GLEN ELEMENTARY
WILDWOOD
MARSHALL SIMONDS MIDDLE

CAMBRIDGE PUBLIC SCHOOLS
AGASSIZ
KING
LONGFELLOW
CAMB RINDGE & LATIN

CANTON PUBLIC SCHOOLS
LT PETER M HANSEN
JOHN F KENNEDY
DEAN S LUCE
WM H GALVIN MIDDLE

CARLISLE PUBLIC SCHOOLS
CARLISLE SCHOOL

CARVER PUBLIC SCHOOLS
GOV JOHN CARVER

CHATHAM PUBLIC SCHOOLS
CHATHAM ELEMENTARY
CHATHAM HIGH

CHELMSFORD PUBLIC SCHOOLS
SOUTH ROW
WESTLANDS ELEMENTARY
CHARLES D HARRINGTON
BYAM SCHOOL
COL MOSES PARKER SCHL
MCCARTHY MIDDLE SCHOOL

CHELSEA PUBLIC SCHOOLS
MARY C BURKE
PRATTVILLE
SHURTLEFF ELEM
WILLIAMS ELEM
WILLIAMS JR HIGH

CHESTERFIELD PUBLIC SCHOOLS
DAVENPORT

CHICOPEE PUBLIC SCHOOLS
BAKEY
BELCHER
BOWE
LITWIN
CHAPIN
STREIBER MEMORIAL SCHOOL
GEN JOHN J STEFANIK
BELLAMY MIDDLE

CHILMARK PUBLIC SCHOOLS
MENEMSHA

CLARKSBURG PUBLIC SCHOOLS
CLARKSBURG ELEMENTARY

CLINTON PUBLIC SCHOOLS
CLINTON MIDDLE SCHOOL
CLINTON SENIOR HIGH

COHASSET PUBLIC SCHOOLS
DEER HILL
JOSEPH OSGOOD
COHASSET JR SR HIGH

CONCORD PUBLIC SCHOOLS
ALCOTT
THOREAU
WILLARD
CONCORD MIDDLE SANBORN

DANVERS PUBLIC SCHOOLS
HIGHLANDS
GREAT OAK
RIVERSIDE
IVAN G SMITH
WILLIS E THORPE
DUNN JR HIGH
DANVERS HIGH

DARTMOUTH PUBLIC SCHOOLS
ANDREW B CUSHMAN
JOSEPH DEMELLO
JOB S GIDLEY
GEORGE H POTTER
DARTMOUTH MIDDLE
DARTMOUTH HIGH

DEDHAM PUBLIC SCHOOLS
AVERY
GREENLODGE
OAKDALE
RIVERDALE
CENTRAL 6
DEDHAM HIGH

DOUGLAS PUBLIC SCHOOLS
EAST DOUGLAS ELEMENTARY
DOUGLAS MEMORIAL HIGH

DOVER PUBLIC SCHOOLS
CARYL
CHICKERING

DRACUT PUBLIC SCHOOLS
JOSEPH A CAMPBELL ELEM
PARKER AVENUE
GREENMONT AVENUE
DRACUT MIDDLE
GEORGE H ENGLESBY JR HIGH
DRACUT SENIOR HIGH

EASTHAM PUBLIC SCHOOLS
EASTHAM ELEMENTARY

EASTHAMPTON PUBLIC SCHOOLS
MAPLE
WHITE BROOK MIDDLE SCHOOL
EASTHAMPTON HIGH

EAST LONGMEADOW PUBLIC SCHOOLS
MAPLESHADE
MEADOW BROOK
MOUNTAIN VIEW
BIRCHLAND PARK

EASTON PUBLIC SCHOOLS
CENTER
NORTH EASTON GRAMMAR
PARKVIEW ELEMENTARY
MOREAU HALL
EASTON MIDDLE
EASTON JUNIOR HIGH
OLIVER AMES HIGH

EDGARTOWN PUBLIC SCHOOLS
EDGARTOWN ELEMENTARY

ERVING PUBLIC SCHOOLS
ERVING ELEMENTARY

EVERETT PUBLIC SCHOOLS
CENTER
ALBERT PARLIN JR HIGH
EVERETT HIGH

FAIRHAVEN PUBLIC SCHOOLS
EAST FAIRHAVEN
OXFORD
ROGERS
LEROY WOOD
HASTINGS JUNIOR HIGH
FAIRHAVEN HIGH

FALL RIVER PUBLIC SCHOOLS
WESTALL
B M C DURFEE HIGH

FALMOUTH PUBLIC SCHOOLS
EAST FALMOUTH ELEM
TEATICKET
MULLEN-HALL
NORTH FALMOUTH ELEM
MORSE POND SCHOOL
FALMOUTH HIGH

FITCHBURG PUBLIC SCHOOLS
REINGOLD
MEMORIAL MIDDLE
FITCHBURG HIGH

FLORIDA PUBLIC SCHOOLS
ABBOTT MEMORIAL

FOXBOROUGH PUBLIC SCHOOLS
CHARLES G TAYLOR
LEWIS/ECC
MABELLE M BURRELL
JOHN J AHERN

FRAMINGHAM PUBLIC SCHOOLS
BROPHY
CHARLOTTE A DUNNING
HEMENWAY
JUNIPER HILL
BARBIERI ELEM
POTTER ROAD
MARY E STAPLETON ELEM
MIRIAM F MCCARTHY SCH
WOODROW WILSON
FARLEY MIDDLE
WALSH MIDDLE
FRAMINGHAM NORTH HIGH
FRAMINGHAM SOUTH HIGH

FRANKLIN PUBLIC SCHOOLS
J F KENNEDY MEMORIAL
OAK STREET ELEMENTARY
DAVIS THAYER
HORACE MANN
FRANKLIN HIGH

FREETOWN PUBLIC SCHOOLS
FREETOWN ELEMENTARY

GARDNER PUBLIC SCHOOLS
ELM STREET SCHOOL
GARDNER HIGH

GEORGETOWN PUBLIC SCHOOLS
PENN BROOK
GEORGETOWN JR-SR HIGH

GLOUCESTER PUBLIC SCHOOLS
BEEMAN MEMORIAL
PLUM COVE ELEM
WEST PARISH
MILTON L FULLER MIDDLE

GOSHEN PUBLIC SCHOOLS
CENTER

GOSNOLD PUBLIC SCHOOLS
CUTTYHUNK

GRAFTON PUBLIC SCHOOLS
GRAFTON ELEMENTARY

GRANBY PUBLIC SCHOOLS
EAST MEADOW
WEST ST
GRANBY JR SR HIGH SCH

GRANVILLE PUBLIC SCHOOLS
GRANVILLE VILLAGE

GREENFIELD PUBLIC SCHOOLS
FEDERAL ST NORTH
GREENFIELD SENIOR HIGH

HALIFAX PUBLIC SCHOOLS
HALIFAX ELEMENTARY

HAMPDEN PUBLIC SCHOOLS
GREEN MEADOWS ELEM
THORNTON BURGESS INTER
THORNTON BURGESS INTER

HANOVER PUBLIC SCHOOLS
CEDAR ELEMENTARY
CENTER ELEMENTARY
SYLVESTER
HANOVER HIGH

HANSON PUBLIC SCHOOLS
MAQUAN ELEMENTARY

HARWICH PUBLIC SCHOOLS
HARWICH ELEMENTARY
HARWICH SENIOR HIGH

HATFIELD PUBLIC SCHOOLS
HATFIELD ELEMENTARY
SMITH ACADEMY

HAVERHILL PUBLIC SCHOOLS
COGSWELL
CROWELL
FOX
GREENLEAF
CALEB DUSTIN HUNKING
DR PAUL NETTLE
WALNUT SQUARE
JOHN G WHITTIER
R L WOOD
CONSENTINO
HAVERHILL HIGH

HOLBROOK PUBLIC SCHOOLS
JOHN F KENNEDY
HOLBROOK JR SR HIGH

HOLDEN PUBLIC SCHOOLS
DAWSON
MOUNTVIEW

HOLLAND PUBLIC SCHOOLS
HOLLAND ELEMENTARY

HOLLISTON PUBLIC SCHOOLS
ANDREWS
FLAGG
ADAMS MIDDLE
MILLER
HOLLISTON HIGH
HIGH SCHOOL ELEM ANNEX

HOLYOKE PUBLIC SCHOOLS
HIGHLAND
KIRTLAND

HOPEDALE PUBLIC SCHOOLS
MEMORIAL
PARK STREET
HOPEDALE JR SR HIGH

HUDSON PUBLIC SCHOOLS
C E HUBERT
FOREST AVENUE ELEMENTARY

HULL PUBLIC SCHOOLS
MEMORIAL MIDDLE
LILLIAN M JACOBS
HULL HIGH

IPSWICH PUBLIC SCHOOLS
PAUL F DOYON MEMORIAL
WINTHROP
IPSWICH MIDDLE

KINGSTON PUBLIC SCHOOLS
KINGSTON ELEMENTARY

LAKEVILLE PUBLIC SCHOOLS
ASSAWOMPSET

LANESBOROUGH PUBLIC SCHOOLS
LANESBOROUGH ELEMENTARY

LAWRENCE PUBLIC SCHOOLS
ARLINGTON
ALEXANDER B BRUCE
FROST
J P KANE JR HIGH

LEE PUBLIC SCHOOLS
LEE ELEMENTARY
LEE HIGH

LEICESTER PUBLIC SCHOOLS
LEICESTER CENTER ELEM
LEICESTER PRIMARY SCHOOL
LEICESTER MEMORIAL MIDDLE
LEICESTER HIGH

LEOMINSTER PUBLIC SCHOOLS
FALL BROOK
SOUTHEAST ELEMENTARY
GALLAGHER JR HIGH
LEOMINSTER SENIOR HIGH

LEVERETT PUBLIC SCHOOLS
LEVERETT ELEMENTARY

LEXINGTON PUBLIC SCHOOLS
BRIDGE
BOWMAN
JOSEPH ESTABROOK
FISKE
HARRINGTON
JONAS CLARKE JUNIOR HIGH
WM DIAMOND JR HIGH
LEXINGTON HIGH

LEYDEN PUBLIC SCHOOLS
LEYDEN

LINCOLN PUBLIC SCHOOLS
BROOKS
HARTWELL SCHOOL

LITTLETON PUBLIC SCHOOLS
LITTLETON MIDDLE

LONGMEADOW PUBLIC SCHOOLS
BLUEBERRY HILL
CENTER
WOLF SWAMP ROAD
LONGMEADOW HIGH

LOWELL PUBLIC SCHOOLS
COLBURN
E N ROGERS
GREEN
GREENHALGE
JOSEPH G PYNE
ABRAHAM LINCOLN
HUGH J MOLLOY
CHARLES W MOREY
PAWTUCKETVILLE MEMORIAL
PINE STREET
PETER W REILLY
HENRY L ROBINSON
SHAUGHNESSY
VARNUM
CITY SCHOOL
AMES STREET
BARTLETT JUNIOR HIGH
BUTLER JUNIOR HIGH
JAMES S DALEY JR HIGH
MOODY JUNIOR HIGH
JOSEPH A MCAVINNUE

LUDLOW PUBLIC SCHOOLS
CHAPIN ELEMENTARY
EAST STREET
VETERANS PARK ELEM
LUDLOW JUNIOR HIGH
LUDLOW SENIOR HIGH

LUNENBURG PUBLIC SCHOOLS
THOMAS C PASSIOS ELEM
TURKEY HILL MIDDLE
LUNENBURG HIGH

LYNN PUBLIC SCHOOLS
ABORN
BRICKETT ELEMENTARY
JULIA F CALLAHAN
COBBET ELEMENTARY
WM P CONNERY
E J HARRINGTON
ROBERT L FORD
HOOD
INGALLS
LINCOLN
LYNN WOODS
SEWELL-ANDERSON
CAPT WILLIAM G SHOEMAKER
EDWARD A SISSON
TRACY
WASHINGTON COMMUNITY
BREED JUNIOR HIGH
EASTERN JR HIGH
PICKERING JUNIOR HIGH
LYNN ENGLISH HIGH
LYNN VOC TECH INSTITUTE

LYNNFIELD PUBLIC SCHOOLS
HUCKLEBERRY HILL
SUMMER STREET
LYNNFIELD MIDDLE SCHOOL

MANCHESTER PUBLIC SCHOOLS
MEMORIAL
MANCHESTER JR-SR HIGH

MANSFIELD PUBLIC SCHOOLS
EVERETT W ROBINSON
PARK ROW
ROLAND GREEN
HAROLD L QUARTERS MIDDLE

MARBLEHEAD PUBLIC SCHOOLS
MALCOLM L BELL
L H COFFIN
ELBRIDGE GERRY
GLOVER
DR SAMUEL C EVELETH

MARION PUBLIC SCHOOLS
SIPPICAN

MARLBOROUGH PUBLIC SCHOOLS
BIGELOW
SGT CHARLES J JAWOREK
FRANCIS J KANE
HILDRETH
RICHER
MARLBOROUGH MIDDLE
MARLBOROUGH HIGH

MARSHFIELD PUBLIC SCHOOLS
EANES WAY
SOUTH RIVER
DANIEL WEBSTER
GOV EDWARD WINSLOW
FURNACE BROOK SCHOOL
MARTINSON JR HIGH

MASHPEE PUBLIC SCHOOLS
MIDDLE SCHOOL

MATTAPOISETT PUBLIC SCHOOLS
CENTER
OLD HAMMONDTOWN

MAYNARD PUBLIC SCHOOLS
GREEN MEADOW
ROOSEVELT
EMERSON FOWLER JR HIGH
MAYNARD HIGH

MEDFIELD PUBLIC SCHOOLS
RALPH WHEELOCK SCHOOL
MEDFIELD SENIOR HIGH

MEDFORD PUBLIC SCHOOLS
COLUMBUS
LORIN L DAME
FOREST PARK
FRANKLIN
GLEASON
KENNEDY/LINCOLN
OSGOOD
SWAN ELEMENTARY
MILTON FULLER ROBERTS JR
MEDFORD HIGH

MEDWAY PUBLIC SCHOOLS
NORTH ELEMENTARY

MELROSE PUBLIC SCHOOLS
DECIUS BEEBE
FRANKLIN
HERBERT CLARK HOOVER
LINCOLN
HORACE MANN
RIPLEY
ROOSEVELT
WINTHROP
MELROSE JR HIGH
MELROSE HIGH

MERRIMAC PUBLIC SCHOOLS
HELEN E DONAGHUE SCHOOL
DR FREDERICK N SWEETSIR

METHUEN PUBLIC SCHOOLS
HOWE
PLEASANT VALLEY

MIDDLEBOROUGH PUBLIC SCHOOLS
MAYFLOWER
ROCK
SCHOOL STREET
SOUTH MIDDLEBORO
UNION STREET
WEST SIDE
MEMORIAL JR HIGH
MIDDLEBOROUGH HIGH

MILLBURY PUBLIC SCHOOLS
ELMWOOD STREET
SHAW MEMORIAL MIDDLE SCH
MILLBURY MEMORIAL HIGH

MILLIS PUBLIC SCHOOLS
CLYDE F BROWN
MILLIS HIGH SCHOOL

MILTON PUBLIC SCHOOLS
COLLICOT
GLOVER
TUCKER
CHARLES S PIERCE MIDDLE
MILTON HIGH

MONROE PUBLIC SCHOOLS
MONROE ELEMENTARY

MONSON PUBLIC SCHOOLS
HILLSIDE
MAIN STREET
MONSON JUNIOR-SENIOR HIGH

NAHANT PUBLIC SCHOOLS
JOHNSON

NANTUCKET PUBLIC SCHOOLS
NANTUCKET ELEMENTARY
CYRUS PEIRCE
NANTUCKET HIGH
NANTUCKET HIGH

NATICK PUBLIC SCHOOLS
BENNETT-HEMENWAY
BROWN
COLE
JOHNSON
LILJA ELEMENTARY
MEMORIAL
J F KENNEDY MIDDLE SCH
WILSON MIDDLE
NATICK HIGH

NEEDHAM PUBLIC SCHOOLS
BROADMEADOW
JOHN ELIOT
HIGH ROCK

(continued)

HILLSIDE ELEMENTARY
WILLIAM MITCHELL
POLLARD MIDDLE

NEW BEDFORD PUBLIC SCHOOLS
JAMES B CONGDON
SGT WM H CARNEY ACAD
JOHN B DEVALLES
GEORGE H DUNBAR
ALFRED J GOMES
JOHN HANNIGAN
ELLEN R HATHAWAY
HORATIO A KEMPTON
CASMIR PULASKI
NEW BEDFORD HIGH

NEWBURYPORT PUBLIC SCHOOLS
BELLEVILLE
GEORGE W BROWN
KELLEY
RUPERT A NOCE MIDDLE
NEWBURYPORT HIGH

NEWTON PUBLIC SCHOOLS
A E ANGIER
BOWEN
C C BURR
COUNTRYSIDE
FRANKLIN
LINCOLN-ELIOT
HORACE MANN
MASON-RICE
PEIRCE
MEMORIAL SPAULDING
UNDERWOOD
JOHN WARD
WILLIAMS
ZERVAS
CHARLES E BROWN JR HIGH
NEWTON SOUTH HIGH

NORFOLK PUBLIC SCHOOLS
ALVIN J FREEMAN
CENTENNIAL

NORTH ADAMS PUBLIC SCHOOLS
J S SULLIVAN
GREYLOCK
JOHNSON
NORTH ADAMS MIDDLE
DRURY HIGH

NORTHAMPTON PUBLIC SCHOOLS
BRIDGE STREET
LEEDS
ROBERT E FINN
SOUTH ST
NORTHAMPTON HIGH

NORTH ANDOVER PUBLIC SCHOOLS
BRADSTREET
NORTH ANDOVER HIGH

NORTH ATTLEBORO PUBLIC
ALLEN AVENUE
AMVET BOULEVARD
FALLS
JOSEPH W MARTIN JR ELEM
ROOSEVELT AVENUE
SCHOOL STREET
NORTH ATTLEBORO JR HIGH
NORTH ATTLEBORO HIGH

NORTHBOROUGH PUBLIC SCHOOLS
LINCOLN STREET
MARGUERITE E PEASLEE
FANNIE E PROCTOR
NORTHBOROUGH MIDDLE

NORTHBRIDGE PUBLIC SCHOOLS
W EDWARD BALMER
NORTHBRIDGE PRIMARY SCH
NORTHBRIDGE JR-SR HIGH

NORTH BROOKFIELD PUBLIC
NORTH BROOKFIELD ELEM
NORTH BROOKFIELD HIGH

NORTHFIELD PUBLIC SCHOOLS
NORTHFIELD ELEMENTARY

NORTH READING PUBLIC SCHOOLS
L D BATCHELDER
J TURNER HOOD
E ETHEL LITTLE
NORTH READING JR HIGH
NORTH READING HIGH

NORTON PUBLIC SCHOOLS
NORTON MIDDLE
L G NOURSE ELEMENTARY
J C SOLMONESE
NORTON HIGH

NORWELL PUBLIC SCHOOLS
GRACE FARRAR COLE
WILLIAM G VINAL
SPARRELL ELEMENTARY
NORWELL JR HIGH SCH
NORWELL HIGH

NORWOOD PUBLIC SCHOOLS
BALCH
CORNELIUS M CALLAHAN
F A CLEVELAND
JOHN P OLDHAM
CHARLES J PRESCOTT
NORWOOD JR HIGH SOUTH
NORWOOD HIGH

ORANGE PUBLIC SCHOOLS
BUTTERFIELD
DEXTER PARK

ORLEANS PUBLIC SCHOOLS
ORLEANS ELEMENTARY

OTIS PUBLIC SCHOOLS
OTIS CONSOLIDATED

OXFORD PUBLIC SCHOOLS
OXFORD HIGH

PALMER PUBLIC SCHOOLS
BONDSVILLE ELEMENTARY
PARK STREET ELEMENTARY
QUABAUG ELEMENTARY
THORNDIKE ELEMENTARY
THORNDIKE ST ELEMENTARY
THREE RIVERS ELEMENTARY
PALMER HIGH

PAXTON PUBLIC SCHOOLS
PAXTON CENTER

PEABODY PUBLIC SCHOOLS
SAMUEL BROWN
JOHN E BURKE
THOMAS CARROLL
CENTER
WILLIAM E WELCH SR
KILEY BROS MEMORIAL
SOUTH MEMORIAL
WEST MEMORIAL
J HENRY HIGGINS MIDDLE

PELHAM PUBLIC SCHOOLS
PELHAM ELEMENTARY

PEMBROKE PUBLIC SCHOOLS
BRYANTVILLE ELEMENTARY
HOBOMOCK ELEMENTARY
NORTH PEMBROKE ELEM

PETERSHAM PUBLIC SCHOOLS
PETERSHAM CENTER

PITTSFIELD PUBLIC SCHOOLS
ALLENDALE
EGREMONT
HIGHLAND
MORNINGSIDE COMM SCH
CROSBY
WILLIAMS
WEST SIDE COMMUNITY SCH
JOHN T REID MIDDLE
THEODORE HERBERG MIDDLE
PITTSFIELD HIGH
TACONIC HIGH

PLYMOUTH PUBLIC SCHOOLS
COLD SPRING
HEDGE
FEDERAL FURNACE SCH
INDIAN BROOK
MANOMET ELEMENTARY
MOUNT PLEASANT
SOUTH ELEMENTARY
WEST ELEMENTARY

PLYMPTON PUBLIC SCHOOLS
DENNETT ELEMENTARY

PROVINCETOWN PUBLIC SCHOOLS
PROVINCETOWN HIGH

QUINCY PUBLIC SCHOOLS
FURNACE BROOK
LINCOLN-HANCOCK
ATHERTON HOUGH
MERRYMOUNT
MONTCLAIR
FRANCIS W PARKER
SNUG HARBOR
SQUANTUM
DANIEL WEBSTER
CENTRAL MIDDLE
QUINCY HIGH
NORTH QUINCY HIGH
QUINCY VOC TECH

RANDOLPH PUBLIC SCHOOLS
CHARLES G DEVINE
MARGARET L DONOVAN
ELIZABETH G LYONS ELEM
MARTIN E YOUNG ELEM
J F KENNEDY JR HIGH

RAYNHAM PUBLIC SCHOOLS
WILLIAM J SULLIVAN
LILLIE B MERRILL
NORTH
SOUTH
DR E J LALIBERTE J H

READING PUBLIC SCHOOLS
ALICE M BARROWS
BIRCH MEADOW
JOSHUA EATON
J WARREN KILLAM
ARTHUR W COOLIDGE MIDDLE
WALTER S PARKER MIDDLE
READING MEMORIAL HIGH

REVERE PUBLIC SCHOOLS
ABRAHAM LINCOLN
PAUL REVERE

ROCHESTER PUBLIC SCHOOLS
ROCHESTER MEMORIAL

ROCKLAND PUBLIC SCHOOLS
MEMORIAL PARK
R STEWART ESTEN
ROCKLAND JR HIGH
ROCKLAND SENIOR HIGH

ROCKPORT PUBLIC SCHOOLS
INTERMEDIATE UNIT
PIGEON COVE PRIMARY UNIT
GEORGE J TARR
COMMUNITY MIDDLE

ROWE PUBLIC SCHOOLS
ROWE ELEM

ROWLEY PUBLIC SCHOOLS
PINE GROVE

RUTLAND PUBLIC SCHOOLS
NAQUAG ELEMENTARY

SALEM PUBLIC SCHOOLS
BENTLEY
WITCHCRAFT HEIGHTS
MIDDLE SCHOOL WEST
MIDDLE SCHOOL EAST

SALISBURY PUBLIC SCHOOLS
MEMORIAL
PLAINS

SANDWICH PUBLIC SCHOOLS
SANDWICH ELEM

SAUGUS PUBLIC SCHOOLS
BALLARD
EVANS
OAKLANDVALE
DOUGLAS WAYBRIGHT
BELMONTE JR HIGH
SAUGUS HIGH

SCITUATE PUBLIC SCHOOLS
SCITUATE HIGH SCHOOL

SEEKONK PUBLIC SCHOOLS
GEORGE R MARTIN
MILDRED AITKEN SCHOOL
NORTH
SEEKONK INTERMEDIATE SCH

SHARON PUBLIC SCHOOLS
COTTAGE STREET
EAST ELEMENTARY
HEIGHTS ELEMENTARY
SHARON JR HIGH

SHERBORN PUBLIC SCHOOLS
PINE HILL

SHIRLEY PUBLIC SCHOOLS
LURA A WHITE

SHREWSBURY PUBLIC SCHOOLS
CALVIN COOLIDGE
WALTER J PATON
SPRING STREET
SHREWSBURY MIDDLE
SHREWSBURY SR HIGH

SHUTESBURY PUBLIC SCHOOLS
SHUTESBURY ELEMENTARY

SOMERSET PUBLIC SCHOOLS
CHACE STREET
POTTERSVILLE ELEMENTARY
SOUTH
VILLAGE
WILBUR
SOUTH MIDDLE
NORTH MIDDLE
SOMERSET HIGH

SOMERVILLE PUBLIC SCHOOLS
CUMMINGS
ARTHUR D HEALEY
POWDER HOUSE COMMUNITY
SOMERVILLE HIGH

SOUTHAMPTON PUBLIC SCHOOLS
WILLIAM E NORRIS

SOUTHBOROUGH PUBLIC SCHOOLS
A S WOODWARD
MARGARET A NEARY

SOUTHBRIDGE PUBLIC SCHOOLS
CHARLTON STREET
EASTFORD RD
WEST STREET
SOUTHBRIDGE HIGH

SOUTHWICK PUBLIC SCHOOLS

WOODLAND ELEMENTARY
POWDER MILL
SOUTHWICK HIGH

SPRINGFIELD PUBLIC SCHOOLS ‡‡
ARMORY STREET
THOMAS M BALLIET
SAMUEL BOWLES
BRIGHTWOOD
ELIAS BROOKINGS
DANIEL B BRUNTON
WILLIAM N DEBERRY
HIRAM L DOREMAN
MARGARET C ELLS
GLENWOOD
ALFRED M GLICKMAN
FRANK H FREEDMAN
FREDERICK HARRIS
HOMER STREET
HOWARD ST
INDIAN ORCHARD ELEM
KENSINGTON AVENUE
LIBERTY
LINCOLN
LINCOLN
MEMORIAL
MARY M LYNCH
MARY O POTTENGER
SIXTEEN ACRES
SUMNER AVENUE
ARTHUR T TALMADGE
ALICE B BEAL SCHOOL
WARNER
WASHINGTON
WHITE STREET
NEW NORTH COMMUNITY SCH
CHESTNUT STREET JR HIGH
JOHN J DUGGAN JR HIGH
FOREST PARK JR HIGH
JOHN F KENNEDY JR HIGH
M MARCUS KILEY JR HIGH
VAN SICKLE JR HIGH
ALTERNATIVE JR HIGH
HIGH SCHOOL OF COMMERCE
PUTNAM VOC TECH HIGH SCH

STERLING PUBLIC SCHOOLS
CHOCKSETT
FLORENCE G HOUGHTON

STONEHAM PUBLIC SCHOOLS
CENTRAL
COLONIAL PARK
NORTH
ROBIN HOOD
SOUTH
STONEHAM JR HIGH

STOUGHTON PUBLIC SCHOOLS
CHEMUNG HILL
B A JONES
J GIBBONS
NORTH
SOUTH
WEST
STOUGHTON JR HIGH

STOW PUBLIC SCHOOLS
POMPOSITTICUT

STURBRIDGE PUBLIC SCHOOLS
BURGESS ELEMENTARY

SUNDERLAND PUBLIC SCHOOLS
SUNDERLAND ELEMENTARY

SUTTON PUBLIC SCHOOLS
SUTTON ELEMENTARY

SWAMPSCOTT PUBLIC SCHOOLS
CLARKE
HADLEY
MACHON

SWANSEA PUBLIC SCHOOLS
BARK STREET
ELIZABETH S BROWN
MASON-BARNEY
GARDNER
JOSEPH G LUTHER

(continued)

ST LOUIS DE FRANCE
JOSEPH CASE JR HIGH
JOSEPH CASE HIGH

TAUNTON PUBLIC SCHOOLS ††
EDMUND HATCH BENNETT
COHANNET
ELIZABETH POLE
HOPEWELL
LEONARD
JOSEPH H MARTIN
LOWELL M MAXHAM
JAMES L MULCAHEY
EDWARD F REDDY
H H GALLIGAN
WALKER
JOHN F PARKER MIDDLE
TAUNTON HIGH

TEWKSBURY PUBLIC SCHOOLS
L F DEWING
HEATH-BROOK
NORTH STREET
LOUISE DAVY TRAHAN
TEWKSBURY JR HIGH
TEWKSBURY MEMORIAL HIGH

TISBURY PUBLIC SCHOOLS
TISBURY ELEMENTARY

TOPSFIELD PUBLIC SCHOOLS
PROCTOR ELEMENTARY
STEWARD ELEMENTARY

TYNGSBOROUGH PUBLIC SCHOOLS
LAKEVIEW
TYNGSBOROUGH JR SR HIGH

UXBRIDGE PUBLIC SCHOOLS
EARL D TAFT
NORTH UXBRIDGE
WHITIN INTERMEDIATE
UXBRIDGE HIGH

WAKEFIELD PUBLIC SCHOOLS ††
DOLBEARE
DOYLE
FRANKLIN
GREENWOOD
MONTROSE
WALTON
WEST WARD
ATWELL
WAKEFIELD JUNIOR HIGH
WAKEFIELD MEMORIAL HIGH

WALPOLE PUBLIC SCHOOLS
FISHER
OLD POST ROAD
BIRD MIDDLE
ELEANOR N JOHNSON MIDDLE
WALPOLE HIGH

WALTHAM PUBLIC SCHOOLS
NATHANIEL P BANKS
JONATHAN BRIGHT
EZRA C FITCH
DOUGLAS MACARTHUR
NORTHEAST
JAMES FITZGERALD ELEM
HENRY WHITTEMORE
JOHN F KENNEDY MIDDLE
WALTHAM SR HIGH

WARE PUBLIC SCHOOLS
WARE ELEMENTARY
WARE HIGH

WAREHAM PUBLIC SCHOOLS
EAST WAREHAM
MINOT FORREST
ETHEL E HAMMOND

WARREN PUBLIC SCHOOLS
WARREN ELEMENTARY

WATERTOWN PUBLIC SCHOOLS
WATERTOWN HIGH

WAYLAND PUBLIC SCHOOLS
CLAYPIT HILL
WAYLAND JR HIGH

WEBSTER PUBLIC SCHOOLS
PARK AVENUE ELEMENTARY
WEBSTER MIDDLE SCHOOL

WELLESLEY PUBLIC SCHOOLS
HUNNEWELL
WELLESLEY MIDDLE
WELLESLEY SR HIGH

WESTBOROUGH PUBLIC SCHOOLS
ARMSTRONG
ANNIE E FALES
HASTINGS ELEM
WESTBOROUGH JR HIGH
WESTBOROUGH HIGH
MAJOR EDWARDS ELEMENTARY
WEST BOYLSTON JR-SR HIGH

WEST BRIDGEWATER PUBLIC SCHOOLS
ROSE L MACDONALD
HOWARD
W BRIDGEWATER JR-SR

WEST BROOKFIELD PUBLIC SCHOOLS
WEST BROOKFIELD ELEM

WESTFIELD PUBLIC SCHOOLS
FRANKLIN AVE
ABNER GIBBS
MOSELEY
PROSPECT HILL
SMITH AVE ELEM
WESTFIELD MIDDLE
WESTFIELD HIGH
WESTFIELD VOC HIGH

WESTFORD PUBLIC SCHOOLS
ABBOT MIDDLE
NORMAN E DAY
WESTFORD ACADEMY

WESTHAMPTON PUBLIC SCHOOLS
WESTHAMPTON CENTER

WEST NEWBURY PUBLIC SCHOOLS
DR JOHN C PAGE SCHOOL

WESTON PUBLIC SCHOOLS
COUNTRY
WOODLAND
WESTON MIDDLE
WESTON HIGH

WESTPORT PUBLIC SCHOOLS
WESTPORT MIDDLE
WESTPORT HIGH

WEST SPRINGFIELD PUBLIC SCHOOLS
JOHN K FAUSEY
MEMORIAL
MITTINEAGUE
TATHAM
W SPRINGFIELD JR HIGH
WILLIAM COWING ELEM
WEST SPRINGFIELD HIGH

WEST TISBURY PUBLIC SCHOOLS
WEST TISBURY ELEM

WESTWOOD PUBLIC SCHOOLS
PAUL HANLON
MARTHA JONES
WILLIAM E SHEEHAN
WESTWOOD HIGH

WEYMOUTH PUBLIC SCHOOLS
ACADEMY AVENUE
ELDEN H JOHNSON
THOMAS V NASH JR
LAWRENCE W PINGREE
ALICE E FULTON
WILLIAM SEACH
RALPH TALBOT
UNION STREET
WESSAGUSSET
EAST JR HIGH
SOUTH JR HIGH
WEYMOUTH NORTH HIGH
WEYMOUTH SOUTH HIGH
WEYMOUTH VOC TECH HIGH

WHATELY PUBLIC SCHOOLS
WHATELY ELEMENTARY

WHITMAN PUBLIC SCHOOLS
LOUISE A CONLEY
FRANK E HOLT
PARK AVENUE
REGAL STREET
WHITMAN MIDDLE

WILLIAMSTOWN PUBLIC SCHOOLS
WILLIAMSTOWN ELEMENTARY

WILMINGTON PUBLIC SCHOOLS
WILDWOOD
WOBURN STREET
SHAWSHEEN ELEM
NORTH INTERMEDIATE
WEST INTERMEDIATE
WILMINGTON HIGH

WINCHENDON PUBLIC SCHOOLS
MEMORIAL
MIDDLE SCHOOL
MURDOCK HIGH

WINCHESTER PUBLIC SCHOOLS
LINCOLN
MURACO
MCCALL JR HIGH
WINCHESTER HIGH SCHOOL

WINTHROP PUBLIC SCHOOLS
N ELLIOT WILLIS
ARTHUR W DALRYMPLE
WINTHROP MIDDLE SCHOOL

WOBURN PUBLIC SCHOOLS
GEORGE I CLAPP
GOODYEAR
DANIEL P HURLD
LINSCOTT-RUMFORD
CLYDE REEVES
SHAMROCK
WYMAN
MARY D ALTAVESTA

WORCESTER PUBLIC SCHOOLS
WORCESTER
ADAMS STREET
BELMONT STREET COMMUNITY
WAWECUS ROAD SCHOOL
BURNCOAT STREET
CANTERBURY AT CHANDLER
CHANDLER ELEM COMMUNITY
CLARK ST COMMUNITY
COLUMBUS PARK
DARTMOUTH STREET
DOWNING STREET
FLAGG STREET
ELM PARK COMMUNITY
FREELAND STREET
GAGE STREET
GATES LANE
GRAFTON STREET
GRANITE STREET
GREENDALE
HARLOW STREET
HEARD STREET
LAKE VIEW
LINCOLN STREET
NEW LUDLOW
MAY STREET
FRANCIS J MCGRATH ELEM
MIDLAND STREET
MILL SWAN
MILLBURY ST
NELSON PLACE
NORRBACK AVENUE
QUINSIGAMOND
RICE SQUARE
ROOSEVELT
ST NICHOLAS AVE COMM SCH
TATNUCK
THORNDYKE ROAD
UNION HILL SCHOOL
WEST TATNUCK
WOODLAND ST COMMUNITY
VERNON HILL SCHOOL
BURNCOAT MIDDLE SCHOOL
FOREST MIDDLE SCHOOL
WORCESTER EAST MIDDLE
SULLIVAN MIDDLE
BURNCOAT SENIOR HIGH
DOHERTY MEMORIAL HIGH
NORTH HIGH
SOUTH HIGH COMMUNITY

WRENTHAM PUBLIC SCHOOLS
DELANEY
VOGEL
CHARLES E RODERICK

ACTON-BOXBOROUGH REGIONAL
ACTON-BOXBOROUGH REG JR
ACTON-BOXBOROUGH REG HIGH

ADAMS-CHESHIRE REGIONAL
CHESHIRE ELEMENTARY
ADAMS MEMORIAL PRIMARY
PLUNKET INTERMEDIATE
HOOSAC VALLEY HIGH

AMHERST-PELHAM REGIONAL
AMHERST REGIONAL JR HIGH
AMHERST REGIONAL HIGH

ASHBURNHAM-WESTMINSTER REGIONAL
WESTMINSTER ELEM
BRIGGS ELEM
OAKMONT REGIONAL H S

ATHOL-ROYALSTON REGIONAL
ELLEN BIGELOW
PLEASANT ST
RIVERBEND
SANDERS STREET
SILVER LAKE
SOUTH ROYALSTON
ATHOL JR HIGH
ATHOL HIGH

BERKSHIRE HILLS REGIONAL
WILLIAM CULLEN BRYANT
HOUSATONIC GRAMMAR
MONUMENT MT REG HIGH

BLACKSTONE-MILLVILLE REGIONAL
LONGFELLOW
JOHN F KENNEDY ELEM
A F MALONEY

BUCKLAND-COLRAIN-SHELBURNE REGIONAL
COLRAIN CENTRAL

CENTRAL BERKSHIRE REGIONAL
BECKET CONSOLIDATED
CRANE COMMUNITY
CRANEVILLE
CUMMINGTON
KITTREDGE
MESSACUS MIDDLE

CONCORD-CARLISLE REGIONAL
CONCORD CARLISLE HIGH

DENNIS-YARMOUTH REGIONAL
JOHN SIMPKINS
MARGUERITE E SMALL ELEM
SOUTH YARMOUTH ELEMENTARY
MATTACHEESE
N H WIXON MIDDLE
DENNIS-YARMOUTH REG HIGH

DIGHTON-REHOBOTH REGIONAL
DIGHTON-REHOBOTH REGIONAL

DUDLEY-CHARLTON REGIONAL
DUDLEY ELEMENTARY
MASON RD SCHOOL
CITY GRADE
CHARLTON ELEMENTARY
CHARLTON INTERMEDIATE
DUDLEY INTERMEDIATE
SHEPHERD HILL REG HIGH

NAUSET REGIONAL
MARCONI
NAUSET REG MIDDLE

FREETOWN-LAKEVILLE REGIONAL
APPONEQUET REG HIGH

FRONTIER REGIONAL
FRONTIER REG

GATEWAY REGIONAL
BLANDFORD ELEMENTARY
CHESTER ELEMENTARY
MURRAYFIELD ELEMENTARY
RUSSELL ELEMENTARY
RUSSELL H CONWELL
GATEWAY REG MIDDLE

GROTON-DUNSTABLE REGIONAL
TARBELL ELEMENTARY
COL W PRESCOTT MIDDLE
GROTON DUNSTABLE REGIONAL

GILL-MONTAGUE REGIONAL
GILL ELEM
SHEFFIELD ELEMENTARY
GREAT FALLS MIDDLE
TURNERS FALL HIGH

HAMILTON-WENHAM REGIONAL
CUTLER SCHOOL
HAMILTON-WENHAM REG HIGH

HAMPDEN-WILBRAHAM REGIONAL
MINNECHAUG REG HIGH

HAMPSHIRE REGIONAL
HAMPSHIRE REG HIGH

KING PHILIP REGIONAL
KING PHILIP REG HIGH
KING PHILIP REG SCH NORTH
KING PHILIP REG VOC HIGH

LINCOLN-SUDBURY REGIONAL
LINCOLN-SUDBURY REG HIGH

MARTHA'S VINEYARD REGIONAL
MARTHAS VINEYARD REG HIGH

NASCONOMET REGIONAL
NASCONOMET REG JR-SR HIGH

MENDON-UPTON REGIONAL
MEMORIAL ELEMENTARY
HENRY P CLOUGH
MISCOE HILL MIDDLE SCHOOL

MOHAWK TRAIL REGIONAL
MOHAWK TRAIL REG HIGH

NARRAGANSETT REGIONAL
NARRAGANSETT REG HIGH

NEW SALEM-WENDELL REGIONAL
SWIFT RIVER

NORTHBORO-SOUTHBORO REGIONAL
ALGONQUIN REG HIGH

NORTH MIDDLESEX REGIONAL
SPAULDING MEMORIAL
ASHBY ELEMENTARY
PETER FITZPATRICK
HAWTHORNE BROOK
VARNUM BROOK
NORTH MIDDLESEX REG

OLD ROCHESTER REGIONAL
OLD ROCHESTER REG JR HIGH
OLD ROCHESTER REG HIGH

PENTUCKET REGIONAL
PENTUCKET REG JR HIGH
PENTUCKET REG SR HIGH

PIONEER VALLEY REGIONAL
PIONEER VALLEY REG

PLYMOUTH-CARVER REGIONAL
PLYMOUTH-CARVER HIGH

QUABBIN REGIONAL
HUBBARDSTON CENTER
ROGER F LANGLEY
RUGGLES LANE
QUABBIN REGIONAL JR SR

RALPH C. MAHAR REGIONAL
RALPH C MAHAR REG

SOUTHERN BERKSHIRE REGIONAL
ALFORD
MONTEREY
MT EVERETT REGIONAL

SPENCER E. BROOKFIELD REGIONAL
GROVE STREET
LAKE STREET
MEMORIAL
PLEASANT ST
MAPLE ST
WEST MAIN STREET
DAVID PROUTY JR HIGH
LASHWAY J H
DAVID PROUTY HIGH

TANTASQUA REGIONAL
TANTASQUA REG JR HIGH

TRITON REGIONAL
TRITON REG HIGH

WARREN W. BROOKFIELD REGIONAL
QUABOAG REGIONAL HIGH

BLUE HILLS REGIONAL VOC-TECH
BLUE HILLS REG VOC TECH

GREATER NEW BEDFORD REGIONAL VOC-TECH
GE NEW BEDFORD VOC TECH

GREATER LOWELL REGIONAL VOC-TECH
GE LOWELL REG VOC TECH

APPENDIX A

FUNDING SOURCES

CHAPTER 636 GRANTS

Chapter 636 of the Acts of 1974 established state financial support for the desegregation of Massachusetts schools. These funds, available under 5 programs are used to meet educational needs arising in school districts that are desegregating, either voluntarily or under court order. Of particular importance are programs which seem to further the goals of "integrated education" by improving the quality of education in integrated classrooms, and by providing opportunities for a cross-cultural interaction that would not normally take place within regular schools. For more information regarding Chapter 636 and associated grant programs, contact: Charles Glenn, (617) 770-7530, Department of Education, Office of Educational Equity.

COMMONWEALTH INSERVICE INSTITUTE

The Commonwealth Inservice Institute funds training programs which are designed by school staff to improve classroom instruction or educational services. The Institute encourages proposals designed to develop or improve instruction and/or services to gifted and talented children. All eligible elementary and secondary school personnel may apply for Institute gifted and talented funds (for further information refer to Appendix C). Contact: Patricia Brown or Pam Spagnoli, (617) 770-7569, Department of Education, Office of Professional Development; or the appropriate Regional Education Center.

EARLY CHILDHOOD DISCRETIONARY GRANTS

These grants are designed to encourage the development of high quality early childhood education programs of four types: 1) programs for three and four year olds, 2) enhanced kindergarten classes, 3) transitional classes, and 4) programs combining early childhood education and day care. For more information contact: Carole Thomson or Ada Pollack, (617) 770-7536, Department of Education, Bureau of Early Childhood Education; or the appropriate Regional Education Center.

GIFTED AND TALENTED DISCRETIONARY GRANT PROGRAM

Grants are awarded to encourage local school districts to plan, implement, or expand services to gifted and talented students from all linguistic and cultural backgrounds. Funds are awarded on a competitive basis. For more information contact: Roselyn Frank or Barbara Libby, (617) 770-7237, Massachusetts Department of Education, Office for Gifted and Talented; or the Regional Education Center gifted and talented program contact listed on the back cover.

SCHOOL IMPROVEMENT COUNCIL FUNDS

This fund will allow School Improvement Councils within each school building to improve the education offered by their schools. Any public school which has organized a School Improvement Council will receive $15 per pupil. Funds may be used to improve the education offered by their schools. A council may use its grant for a variety of purposes, including the funding of innovative or alternative educational programs, cultural education programs, business and education partnership programs, the purchase of instructional equipment, and parental and community involvement in the schools. For more information contact: Susan Freedman (617) 770-7502, Department of Education, Office of Community Education.

FEDERAL FUNDING SOURCE

As this publication is being printed, new legislative efforts are being discussed for the FY89 federal budget. At this point in time, the Federal Education Block Grant is the only federal source for local school districts.

FEDERAL EDUCATION BLOCK GRANT PROGRAM (CHAPTER 2 OF THE EDUCATION AND IMPROVEMENT ACT OF 1981)

This grant program provides federal support for elementary and secondary education. School districts are able to use block grant money to serve gifted and talented students (for detailed information see below). Contact: Raymond Gehling, (617) 727-1346, Department of Education.

GIFTED AND TALENTED
Fiscal Year 1988

School District	$ Amt.	School District	$ Amt.
Acton	3,500	Medford	38,146
Athol Roylston Regional	17,575	Somerset	5,500
Attleboro	43,822	Stoughton	2,500
Blue Hills/VT	480	Swampscott	2,041
Falmouth	8,569	Warren	5,107
Foxboro	500	West Bridgewater	1,199
Holliston	9,085	West Brookfield	1,889
Holyoke	24,271	Winchester	750
Lancaster	3,121	Worcester	7,000
Littleton	3,796	TOTAL	$181,798
Lunenburg	676		
Marion	2,271		

N.B. /VT = Vocational-Technical Regional School

APPENDIX B

RELATED PROGRAMS

BOARD OF REGENTS SCHOOL/COLLEGE COLLABORATIVE PROGRAMS

Funds are allocated to public school institutions of higher education to design programs to improve the quality of elementary and secondary education in the public schools. Funding categories include programs for the gifted and talented. For more information, contact George Lowry, Board of Regents, 1 Ashburton Place, Room 619, Boston, MA. (617) 727-7785.

HORACE MANN TEACHER PROGRAM

Horace Mann Teacher grants are distributed to districts for compensation to teachers who take on expanded responsibilities and new roles. A district's funding level is $2,000 times 6 percent of the number of teachers in the district. All certified teachers are eligible to receive up to $2,500 per year. Teacher selection procedures and grant levels in each district are subject to collective bargaining. For more information contact: Barbara Krysiak, (617) 770-7540, Department of Education, Division of School Programs.

LUCRETIA CROCKER FELLOWS: EXEMPLARY TEACHER-INITIATED PROGRAMS

Established under the School Improvement Act of 1985 (Chapter 188), the Lucretia Crocker Program awards fellowships to public school teachers who have been instrumental in the development of exemplary educational programs.

The Lucretia Crocker Fellows spend the academic year sharing their educational programs with teachers, schools, and school districts throughout the state.

Three of the fellows selected for the academic school year 1987-88 have developed programs that may be used to challenge gifted and talented students. These programs are described below.

JANET GINKUS ALLEN: Worcester Public Schools
Math and Art
Training students to find connections between two seemingly dissimilar disciplines is the basis for the math and art program. Math and art teachers work together on topics such as patterns, geometry, proportions, and perspective, hoping to give math students a broader and more interesting comprehension of the world. Math and art may be explored by intermediate through high school grades.

TOM LADENBURG: Brookline Public Schools
Critical Issues United States History Units
This innovative program is designed to meet the continuing need for materials that perk students' natural curiosity about important issues in America's past that are relevant today. It supplies comprehensive units at the 7th-8th grade

level, on fifteen major chronological periods, including: the American Revolution, Writing the Constitution, Reconstruction, the New Deal, Vietnam, Central America, and many more. Mock trials, the Constitutional Convention, conferences, and games are an integral part of these units, and serve as springboards for writing exercises.

KEVIN O'REILLY: Hamilton-Wenham Regional School District
Critical Thinking in Social Studies

Critical Thinking in Social Studies teaches students critical thinking skills such as evaluating evidence, identifying unstated assumptions, analyzing cause and effect arguments, and assessing ethical claims. Each skill is introduced through a concrete demonstration or familiar example. These critical thinking skills can be integrated into any social studies course as well as other disciplines. Kevin will provide in-service workshops, demonstrate sample lessons, explain the theory behind the lessons, and work with teachers to write their own lessons.

For more information about the Lucretia Crocker Fellow Program and possible adoption of these programs, contact: Doreen Wilkinson, Massachusetts Department of Education, (617) 770-7556.

TEACHER STUDY GROUP PROGRAM

The Teacher Study Program is sponsored by the Massachusetts Field Center for Teaching and Learning. Grants of up to $500 each are awarded to support investigations of school-based issues by teams of 6-12 professional staff. Grants are available to help districts address the needs of gifted and talented students. Contact: Bill Dandridge, Massachusetts Field Center for Teaching and Learning, Bridgewater State College, Bridgewater, MA 02324, (617) 697-1592.

INSERVICE EDUCATION
THROUGH THE COMMONWEALTH INSERVICE INSTITUTE

The Commonwealth Inservice Institute funds a variety of inservice programs that are:

- participant developed;
- voluntary in nature; and
- designed to meet local needs and to promote federal and state priorities

The Institute and Gifted and Talented Programs: As part of a statewide effort, the Institute is accepting proposals designed to develop or improve instruction and/or services to gifted and talented children. It especially welcomes proposals that address the needs of economically disadvantaged and minority students.

Using the Institute's system of grants, a number of Institute/Gifted and Talented proposals have been funded. Two types of grants are available: 1) one year grants of up to $3,000 per year, and 2) multi-year grants.

The Institute supports a small number of two to three year grants (multi-year). The purpose of these grants is to allow individual schools or districts to undertake a major staff development effort that will result in the improvement of instruction or educational services. Maximum funding for a single grant is $5,000 per year and continuation after the first year is dependent on "demonstrated progress" and the appropriation of state funds.

Gifted and Talented Institute grants have addressed a variety of topics including:

* Designing programs for the gifted and talented at the junior high school level;

* Identifying teaching strategies in science and mathematics to promote learning for gifted bilingual students;

* Counseling the gifted student through the use of role playing, case studies, and group process techniques;

* Determining individual strengths, interests, and learning styles among the gifted and talented;

* Creating a parent-teacher partnership in meeting the needs of gifted students;

* Designing curriculum to meet the needs of gifted students in the mainstreamed classroom;

* Introducing gifted students to research methods and inquiry techniques.

INSTITUTE/GIFTED AND TALENTED GRANTS*
June, 1987 - February, 1988

LEA	TITLE	$ AMOUNT
Ashfield/Plainfield Reg.	Teaching Of, For,and About Thinking	1,806
Billerica	Creative Teaching Strategies	2,110
Bourne	Instruction of Gifted and Talented, grades 1-4	3,000
Boxford	Integrating Gifted and Talented Education into the Classroom	2,056
Bridgewater	Meeting the Needs of Gifted Students in Regular Classroom	2,222
Buckland-Colraine-Shelburne	TAG Kits	2,322
Concord	Thinking Skills Program for Highly Able Students	4,768
Deerfield	Kaleidoscope Inservice Program	1,821
Greenfield	Project Challenge in Greenfield	5,000
Hawlemont	Enhancing Thinking Skills Through Computer Use	2,250
Littleton	Gifted and Talented Techniques for Classroom Teachers	1,805
Melrose	Teacher Training for Project Exceptionally Ready	2,990
Northfield	Nurturing the Gifted and Talented Child in the Classroom	4,916
Salisbury	Gifted and Talented Education	1,120
Sandwich	Project STAG	4,914
Seekonk	Critical and Creative Thinking	1,860
Sudbury	Literature: Concepts and Methods	2,299
Westport	SPECTRUM	1,460
TOTAL		**$48,719**

* Funding sources of all listed grants: State/Local aid

For more information about gifted and talented programs, contact the following representatives in the Regional Education Center nearest you.

Martin Martinian
Greater Boston REC
75 Acton Street
Arlington, MA 02174
(617) 641-4870

Wendy Boynton
Northeast REC
219 North Street
North Reading, MA 01864
(617) 727-0600

Velma Cobb-Stubbs
Southeast REC
Lakeville State Hospital
P.O. Box 29
Middleborough, MA 02346
(617) 947-1231

Chuck Radlo
Central Massachusetts REC
Beaman Street, Rte. 140
West Boylston, MA 01583
(617) 835-6266

Paul Burnim
Greater Springfield REC
Macek Drive
Chicopee, MA 01013
(413) 594-8511

Anne Crider
Northwest REC
Berkshire Plaza
37 Main Street
North Adams, MA 01247
(413) 664-7101